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# BULLETIN

canadian association of university teachers

association canadienne des professeurs d'université

Research and Publishing in Humanities

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# BULLETIN

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# RESEARCH AND PUBLISHING IN HUMANITIES

ALAN WILSHIRE

"The essential functions of a university are the pursuit and dissemination of knowledge..." Thus far the *CAUT Handbook*. Indeed and indeed; for all academics the writing of articles is, or should be, a way of life, and of the making of many books there is no end. But for a large section of us the pursuit is the least of our problems; the real difficulties begin with the dissemination. A glance at the list of publications of any university faculty will usually make it painfully obvious that scholars in the humanities do not seem to get into print with anything like the abundance of their scientific colleagues. The phenomenon has not passed unnoticed by either side; it has been known to occasion comments not always overflowing with charity.

The business of publishing in the humanities, long a matter of concern to individuals, has recently taken on a new urgency. The present tight budgetary situation has obliged university administrations to scrutinize very closely all applications for promotion and tenure. This closer scrutiny can only be applauded by those anxious to maintain standards; but it has its dangers: the first and greatest commandment of the law appears to be once again, "publish or perish."

Publications do indeed furnish the most obvious yardstick for measuring an individual's research activity, and administrators can hardly be blamed for paying increasing attention to them. But the method is fair only if the machinery for publishing operates as smoothly for one individual as it does for another. It is the contention of this report that it does not. The publishing situation in several humanities fields is such that it penalizes many faculty, and places them at a severe disadvantage when they are compared with their scientific colleagues.

In an effort to document the problem I have collected a body of evidence from various scholars in the fields of History, Language, Literature, Philosophy and Fine Art.

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*Professor Wilshire is in the Department of Languages at the University of Guelph.*

## How long?

The delays in getting an article published — and throughout the rest of this report I use the words "article" and "book" to refer to material recognized as worth publishing — vary enormously. The least delay reported is six months; the usual period is eighteen months to two years. But this is only an average; one correspondent reported a delay of four and a half years. As for books, the minimum time is one year, three years is quite normal, five not unknown, the maximum, as one person wrote, "is anybody's guess." I myself have bitter personal experience of a book that will soon have been waiting nearly as long as Jacob's years for Rachel. However, the shorter periods all apply to cases in which the channels of communication remain open. Frequently they are clogged. Several correspondents expressed themselves pungently on the topic of editors who sit on articles like a broody hen on eggs. Again, practice varies enormously; some editors are most punctilious about making decisions, and clearly control an efficient team of referees. Others, however, are deplorably inconsiderate; I have evidence of editors taking two years to decide that an article is not suitable.

Books too are rejected for unforseeable reasons. The publisher has just recently put out a book on the teaching of Spanish and cannot therefore include a similar title in his catalogue. Or much as he likes the contents of the manuscript he regrets that the sale of such works these days, etc., etc. Much of which leaves the writer in a state of bewilderment. Are they telling the truth or are they sparing his feelings? In the meantime he is left holding the baby — his brain-child.

Sometimes the would-be contributor is the victim of a financial collapse. He waits months, years even, and then learns that the journal has simply ceased to exist. In extreme cases he can count himself fortunate if he can secure the return of his subscription, let alone his article. Nor are books exempt from the whims of publishers. In one case the author of a Latvian grammar (which had taken several years to



write), negotiated for another two years with an established German firm, only to be told at the end of that time that the firm was moving out of the Baltic area altogether.

There are also stories of articles simply being lost. One of my colleagues discovered that an offering of his accepted by a Spanish review had been sunk without trace in the archives of the present editor's late father. In another case a review commissioned seven years ago by an international and normally efficient journal disappeared when the editorship changed hands; it is too late to publish the review now, but the reviewer has had the consoling promise of another book to review, as soon as something suitable appears.

Such anecdotes have their comic aspect, but the comedy is lost on the luckless academic unlearned in the world's false subtleties.

### Where?

Where is the humanities scholar to send his article? When he looks around he finds the field is severely limited. There are, of course, the internationally renowned journals such as *The Modern Languages Review*, *Speculum* and the *Zeitschrift für Romanische Philologie*, but the competition to get into such pages is fierce. Then there are a few to which it is useless to apply. These are the journals devoted to mutual back-scratching, in which the names of the contributors oddly coincide with the names of the editorial board. The libel laws caution me against enumerating them, but they are known to the cognoscenti. Still, there are a handful he can try. Back, more often than not, comes the answer that his article is unfortunately not quite the right sort of material for the *XYZ Review*... at present inundated with articles more specifically whatever-it-is in content... complimentary about his article... suggest he try elsewhere. Full of old-world charm, of course, and perfectly justified; but it will have taken him at least three months to establish that he is unwanted. So he does try elsewhere, only to trip over the obstacle of the moratorium. In October 1971 the Modern Languages Association of America announced that "faced with enough articles already accepted to fill the March 1974 issue and 176 articles still in the hands of readers, the MLA... voted a moratorium upon acceptance of articles for *PMLA* until the backlog has been reduced to nine months." I understand that the situation with respect to *PMLA* has now eased somewhat, but these moratoria continue to strike with the remorselessness of Asian flu.

There just are not enough journals to go round. The interested cynic could easily compile simple statistics — say, from the *Commonwealth Universities Yearbook* — of the number of humanities scholars all looking for outlets in the relatively few established journals. He would be able to confirm that you cannot get a quart into a pint bottle. A quart? Nay, a gallon.

And it is here that we come across a paradox, a most ingenious paradox. One would assume that the increasing number of authors would generate a corresponding increase in the number of available journals. In fact, the very opposite seems to apply. New journals start up, then fold. I learn that *Phoenix*, an excellent classical journal published in Canada, only just manages to keep its head above the financial waters. An energetic professor at the University of Windsor has laboured long and hard to start a much needed *Canadian Journal of Romance Linguistics*. There was a problem in acquiring several distinguished contributors, and the first number ultimately saw

the light of day. But that is all. Funds have been frozen, and contributions accepted for the second and subsequent issues must now gather dust indefinitely.

### How much?

There is a long-standing tradition among academics in the humanities that scholarly articles are like marriages in heaven — there is no giving or taking. In other words, pelf is not involved. The glory is enough. With books the situation is different. An English scholar of my acquaintance waxed sarcastic about the size of the royalties he was not getting for his latest book on G. M. Hopkins, but he clearly had never expected to make money from scholarship. Although one of my correspondents drew aside the hem of his garment and roundly condemned all financial outlay as prostituting oneself to "vanity publishing," the general feeling seems to be that while paying for articles to be published is the mark of the beast, paying for a book to be published is sometimes a sad necessity. It is a particularly irksome necessity in the field of Fine Art, in which not only books but articles too call for financial sacrifice. One of my colleagues succeeded in getting an article published in Britain, but she had to pay \$75 for the plates to illustrate it. As for books, a large American press was quite willing to publish one of hers — provided she furnished them with a minimum of \$5000, in advance. After all, publishers have to live.

The obvious source of aid to publication lies, of course, in bodies such as the Humanities Research Council. But here again things are not all plain sailing. The H.R.C. has elaborate regulations for assembling manuscripts, warns the applicant that "this process can be lengthy," and requires the elected publisher to complete a detailed financial form of a specified type. Such regulations, understandable enough in a body responsible for the disbursement of public money but frustratingly myopic from the standpoint of author and publisher, have been known to reduce negotiations to naught. In one case a publisher, a world authority on Voltaire, had already accepted a book on one of Voltaire's circle. This rendered unnecessary the H.R.C.'s vetting process, but the publisher bluntly refused to fill out the mandatory form. In the middle of this wrangling stood the hapless author; had not the University of Guelph cut through the red tape and made the grant itself the author would still have been digging the precious bane.

Let us allow that it may be unethical to pay to have articles published; but all the same the tale of failing journals makes sorry reading. I have already mentioned *Phoenix* and *The Canadian Journal of Romance Linguistics*; I can add *Peregrinatio*, a journal started by the Guild of Mediaeval and Renaissance Studies, and to which the University of Alberta was midwife. Alas, the child was too sickly to survive. The Canadian Universities Art Association looked carefully into the question of starting a journal, but came to the reluctant conclusion that the cost would be prohibitive. True, the Canada Council may, in certain cases, help; but once more there are the inevitable regulations. All very praiseworthy where public money is concerned; but a number of us feel that there is something sadly amiss somewhere when a country reputed to have the second highest standard of living in the world cannot provide the ludicrously small amounts to encourage those scholars who have the reputation of Canada at heart.

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*Cont'd next page*

## Why?

Anyone who has had the patience to read as far as this must find himself, as does the writer, wondering how such things can be. What is the explanation for the lackadaisical sloppiness which spreads like a blight over the humanities publishing scene? Why do humanities scholars look like a bunch of shrinking violets when compared with their flourishing scientific brethren? If a country always gets the government it deserves, can it be that humanities scholars get the publishing they deserve? Heaven forfend.

In an attempt to answer this alarming question I have consulted several equally puzzled scientists. Any such discussion can easily lose itself in a tangle of irrelevancies and crossed wires, but I was fortunate enough to encounter scientists less concerned to score a point than to find an answer. The first conclusion is obvious enough, but it ought all the same to be stated. It is that it would be idle and invidious to try to compare and contrast the intellectual achievements of either of Snow's two cultures. We can each draw up a balance sheet of our talents; it is a rare chemist who is also an expert on mediaeval Latin poetry, and the linguist is unlikely to be at home in solid state physics. The days of the Universal Man are long past. But given that we each, in good faith, pursue our discipline in the way most appropriate to it, it nevertheless soon becomes evident that research in the experimental sciences is much more streamlined than it is in the humanities; it produces results regularly and efficiently. It has to. As one scientist said to me, "If a paper isn't published within six months it's liable to be out of date." Far from the scientist the device, "Tell it not in Gath, publish it not in the streets of Askelon." He needs to be kept constantly in touch with what is going on in his field—or usually in his small corner of the field. As a consequence, abstracts of current research are plentiful, and smoothly organized. One well known example is *Current Contents*. This is a survey of research being carried on all over the world. Published by the Institute of Scientific Information, the issue devoted to the life sciences alone provides an abstract of some six hundred journals, and it appears every week. When we compare this with *The Year's Work in Modern Language Studies*, which is a modest octavo volume that usually comes out a full twelve months after the year it deals with, it is evident that we have now moved on to a different plane of research altogether. The two approaches are quite different. The great advantage of the method of experimental science is that as far as possible its approach is binary. Its prime concern is to frame questions that admit of a yes-no answer. The answer found, the result can, nay must, be published. The paper may be no more than a page and a half, but the step has been taken, the answer found, the result published. Research is not only done; it is seen to be done.

I know of very few worthwhile questions in the humanities that admit of a yes-no answer. Was Pontus de Tyard born in 1521 or not is a question not worth asking. What is the value of Pontus de Tyard's poetry? That is a question worth asking, but it does not admit of a yes-no answer. It might require a lifetime of research. Too much so-called research in the humanities by aping the methods of the experimental sciences has become mindless, and issues in trivia of the "An unnoticed item in Molière's laundry lists" type.

Nothing is served by trying to equate the two approaches. What is valid and necessary in the sciences can easily distort research in the humanities. A simple comparison will illustrate the point. I owe



"All right, so he passed his historical exams at twelve, 5000 students attend his lectures and he leads one hell of a graduate seminar. But where are his publications?"

the following question to a young biochemist of my acquaintance: "Can the acid phosphatase iso-enzyme patterns and inhibition parameters be used as marker enzyme characteristics in the analysis of a prostatic tissue culture?" I am told that a previous experiment shows that in mice the answer is no. The latest research shows that in rats the answer is yes. Six months' work, one step, one publishable step to pass on the information to other workers. If I may contrast this with my own current research, it has taken me six months to discover that British Museum MS Royal 12.C.XII, previously described as "good," is in fact unsatisfactory in important respects and will not do as a base manuscript for an edition. It will have to be replaced by St. John's College Oxford MS 190—another six months' work. But this discovery cannot be published. If I were to send a note of this to an editor he would quite rightly tell me that the proper place for this information is in the introduction to my edition—when (not to say if) it appears. Only the finished product is of interest to the humanities scholar; the many individual steps are of no urgent concern to other scholars; art is timeless—even the art of putting an edition together. I have even encountered, in one hoary seat of learning, a distinctly hostile attitude to the suggestion that it might not be a bad idea to get a move on. This, I was given to understand, was simply not done. All in the fullness of time. The work is its own reward. One must not forfeit one's ancient English dower of inward happiness. At which an owl hooted, and the village clock struck thirteen.

Much of this report has already been taken up with money, and it is with some reluctance that I find myself forced to revert to the topic. I must emphasize that there is no question that the genuine scholar,



whatever his discipline, is engrossed in the disinterested pursuit of knowledge for its own sake. At the same time it cannot be gainsaid that when it comes to funding the scientist is usually on a better wicket than the humanities scholar. In the first place, no stigma attaches to paying, in one way or another, for articles (referred, of course) to be published. I am informed that the practice is far from unknown. Among the journals quoted to me are *The American Journal of Physics*, *The Canadian Journal of Soil Science*, *The Canadian Journal of Plant Science*, *The Journal of Mathematical Physics* and *The Journal of Chemical Physics*.

However, this is only part of the story. The scientist himself may be, and usually is, quite disinterested; governments and industry are not. There's gold in them thar labs. This is well brought out in an entertaining novel by Max Wilk called *One of our Brains is Draining*. The hero, a mediocre science teacher pursuing desultory research on the behaviour of sheep in stress situations, secures a lucrative job in an American "Brainateria." This consists of a collection of scientists whose salaries are paid by industry and whose sole duty is to do research on anything they like, in the hope that one of them will come up with something financially profitable. The point of this reference is that if the characters were not scientists there would be no point; no institution would engage experts in Mesopotamian archeology or Byzantine

literature on the same terms — there are no profits to be made that way. I repeat; scientists may be disinterested; governments and industry are not. It is therefore in their interest to see that research in the sciences goes smoothly, that outlets for publishing are readily available. It is quite otherwise when we turn to the humanities. We may know that man does not live by bread alone, but governments and industry always behave as though he did, and it would be naive of us to expect them to change their spots.

#### What can be done?

Probably very little. The situation arises from various factors — the nature of humanities research itself, the indifference of government and industry, the bureaucracy which hobbles the granting agencies, the dead hand of tradition, the implicit belief in many circles that research in the humanities is, anyway, not *serious* research, not "relevant." However, there is just the chance that people of good will in authoritative positions may simply be unaware of the problems besetting humanities scholars. There is just the chance that, once aware, such people may be willing to help. Otherwise things look bleak. In the sixteenth century Rabelais wrote of the "divine invention of printing." In the twentieth century the scholar in the humanities is rapidly reaching the stage where, unless somebody recognizes his plight, he will need divine intervention to get into print.



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# THE STATUS OF WOMEN ACADEMICS IN CANADA

MARGRET ANDERSEN

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The Canadian Association of University Teachers is of the opinion that, in accordance with the principle of equal pay for work of equal value, there should be no discrimination based upon sex among faculty members, with regard to pay, status or work-load. Women who are appointed to the teaching staff of a Canadian university are expected to have the same opportunities as similarly qualified men.

This Council Resolution of June 1961, was, on September 7, 1961, sent to the presidents of thirty-five universities and colleges. By November 1, 1961, twenty-five presidents had replied, twenty-three of them stating that they endorsed the policy of ensuring equal opportunity to women members of faculty. The names of these twenty-three institutions can be found on page 78 of the *CAUT Handbook* (1973).

Within the past three years, commissions have examined the status of women at several of these twenty-three institutions. Their findings reveal quite clearly that as Norma Bowen, associate professor of psychology at the University of Guelph, puts it in an article prepared for AUCC, "universities are not the most satisfying places for women to work in."

One factor by which equality can be measured is income, although inequality will not disappear only because salary discrepancies are reduced. However, it is not so long ago that Virginia Woolf pointed out that women did have neither a room nor, in most cases, money of their own. Furthermore, university budgets are said to be that which allows universities to function. Let us, therefore, talk about monetary matters first.

In 1966, R. A. H. Robson, professor of sociology, prepared for CAUT a comparative study of men and

women's salaries in the academic profession. He extended his study in 1967 and it became, under the title *A Comparison of Men's and Women's Salaries and Employment Fringe Benefits in the Academic Profession*, Study No. 1 of the Studies of the Royal Commission on the Status of Women in Canada. According to this study, the average difference between male and female salaries for 1965-66 was \$2,262, i.e. the average female salary constituted only 78.8% of the average male salary. More than half (\$1,199) of this discrepancy resulted from a direct sex difference. Rank was the second greatest influence on male/female salary differential which it increased by approximately \$1.115. Even with the same qualifications and experience, women were concentrated in the lower ranks and were discriminated against in terms of promotion. They still are.

Robson concluded that, as a result of this salary differential, women academics also suffer disadvantage in terms of employment fringe benefits, e.g. pension plans, life and long-term disability insurance plans. He also pointed out that the extent of salary discrimination could vary as much as \$7,049.

In 1970, AUCC, playing the rôle of doubting Thomas and hoping, maybe, that sex discrimination had vanished from the academic stage, created a committee to look into the matter. Chaired by Sr. Wallace, a very energetic woman, this committee asked Professor June Adam, Psychology, University of Calgary, to prepare a profile of women in Canadian universities. Her findings supported those of Professor Robson, of course. Therefore, at the 1971 General Assembly of AUCC the committee proposed a number of recommendations, which were accepted by the Board of the Association and which urged Canadian universities to eliminate all employment practices that discriminate against women. Fine and dandy. The AUCC Committee on the Status of Women wrote to university administrators, conducted surveys. So did

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the CAUT Committee on the Status of Women Academics. Most universities responded to inquiries, assuring the inquirers that discrimination did not exist, really, that Professor X, a woman, had been appointed chairperson of Department Y, that Professor Z, again a woman, had become dean or chief librarian. Very few of the universities addressed themselves in a concrete way to the question of salary differentials. One Canadian university replied, in 1972, that it had "not yet formulated clear-cut policies on the issues raised." Another university replied: "No action can be taken until a good deal more thought has been given to the inconsistencies in the recommendations..."

In no way do I want to belittle the work done by the Royal Commission, the AUCC and the CAUT committees. Nor do I want to belittle the work of my colleagues involved in the third act of the tragedy of women's fate in Canadian universities. But it is distressing to see that university administrations in general need more and more data before implementing well documented recommendations. Numerous committees have been formed to study the status of women at particular universities. Of course, universities can justify delays by pointing to a strong example: The



Canadian government, having received in 1970 the Royal Commission Report on the Status of Women in Canada, had the question of their implementation studied, and finally created a Federal Advisory Council on the Status of Women. The chairperson of the council, Dr. Katie Cooke, and its thirty members strongly have voiced concern about delays and have succeeded in convincing the government to give priority at the next session (1974) of Parliament to the establishment of a Commission for the Protection of Egalitarian Rights. We must hope that this will be the final guarantee of equality for women, as we must hope and watch to see universities implement the recommendations of their local committees, so that the tragedy can be halted before all of its characters have been either degraded or destroyed. I am not trying to dramatize. Last January one university senate forwarded a copy of a report to me. The report was drafted in 1971 and in 1974 that university writes:

I am sending you a copy of the first report of the Ad Hoc Committee on Discrimination as to Sex in the University, and also a copy of the Committee's supple-

mentary report. It is important to note that these reports have been considered by the Senate of . . . University, but that the Committee's findings and recommendations have been remitted to an implementation committee which is to study this area in further detail. Therefore, these reports are still at the Committee stage and should not be regarded as adopted University policy.

What do these reports say that makes further studies necessary and prevents immediate implementation of recommendations? Must we conclude that the wrongs are so enormous and imply so many changes that no university has the financial means and moral courage to admit these wrongs and to rectify them?

I have before me reports on the status of women from the following universities: McMaster (1971), McGill (1971), Waterloo (1973), Alberta (a preliminary report, 1973), British Columbia (1973). All of these reports state, as does the UBC report, that women are a small proportion of the faculty, that they are paid less in every academic rank, that the university educates fewer women than men and educates them less well. They give a clear analysis also of the discrimination that exists in universities against female support staff.

The UBC report asks the university to counteract the negative, to create the positive and calls for a commitment to additional and structural reform. At the present, it says, the university is structured for the benefit of a young male élite. The timing of women's educational needs does not coincide with that of men. Also women's social, intellectual and working contributions are said to be different.

At UBC, salary of academics show a differential of \$1,740 (same rank) to \$3,071 (same qualifications, different rank). The rank of associate professor proves to be the most comfortable one for women, as they earn only \$600 less than men, whereas, at the full professor rank the difference is of \$2,504. 53% of the men are tenured, as opposed to 39% of the women. 22% of the women are on one year contracts as opposed to 6% of the men. Let us not forget that these women are likely to suffer the most if cut-backs are needed. Faculties such as Law, Forestry, and Commerce do not have women faculty members. It is interesting to note that all male Faculties have virtually no lower ranks.

At McGill, the salaries of female academics fall below those of male, at all ranks and at all ages, by 5.7-9.9 percent. In 1969, McGill promoted 23.3% of female lecturers to the rank of assistant professor, as opposed to 46.5% of male lecturers. The male Ph.D. attains the rank of full professor 20.6 years after having obtained his degree, a woman, if ever she gets there, has to wait 21.9 years. A man becomes associate professor 11.7 years after the Ph.D., a woman waits 17.4 years. A male Ph.D. will become an assistant professor within 5.8 years, whereas it will take a woman 9.7 years.

The UBC report accuses the Faculty of Medicine of having a quota on the number of female applicants to be admitted. McMaster's academic program is not equally accessible to men and women. At McGill, such discrimination does not exist, but there is a shortage of female students in various professional areas. I believe that this may well be a reflection of the low number of applicants in these areas which in turn can be explained by the lack of female role models in professional fields and by the lack of true career opportunities offered to women.

The Alberta report points out that "women make up a disproportionately small percentage of the academic staff compared with female enrolment and com-

*Cont'd on page 14*

# THE VYSHINSKY COROLLARY

HARRY CROWE

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*The following is an edited version of a speech delivered by professor Crowe during the 1974 CAUT Council meeting where he was presented with the Milner Memorial Award for his contribution to the cause of academic freedom in Canada.*

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I am profoundly honoured by this act of the Canadian Association of University Teachers of granting me the Milner Memorial Award. I accept the award most conscious of the fact that the recognition which it signifies must also be meant for three other participants in the events of 1958 and 59: The late J. H. Stewart Reid, Kenneth McNaught and Richard Stingle, whose actions on behalf of academic freedom equalled or surpassed any of mine.

This award is greatly enhanced by the fact that it is granted in honour of James Milner, the tireless and dedicated chairman of the CAUT Committee on Academic Freedom.

It is further enhanced by the fact that the two previous recipients were Chief Justice Bora Laskin, and Professor Percy Smith, two fine scholars and good friends who brought distinction to the Canadian academic scene far beyond their invaluable contributions to the cause of academic freedom.

Like most of you, I have followed, over the years, discussions about the nature of academic freedom. They have ranged around a set of questions and issues: the difference between the university and the academic community, the collective right to determine *what* is to be taught and the individual right to determine *how* it is to be taught, the role of tenure, the distinction between academic freedom and every citizen's freedom. Intermingled with *those* discussions has been another range of discussions focusing upon procedures, roles of bodies, and types of university government.

## **Uninformed Interference**

In the past five years I have followed all of this from the point of view of a university administrator. A few general observations may be made with some certainty: the involvement of non-academics in the

examination of these matters has steadily increased, and will increase. The non-academic non-ministerial participation tends to concentrate upon the institution of tenure, and tends also to be generally uninformed; the non-academic ministerial participation is a by-product of the Ministry's concern with the social function (GNP function) of the university, and often tends to be better informed than the university administrators in their responses. And finally, internal threats to academic freedom show every sign of continuing, generally with respect to terms of employment, and university administrators and their lawyers are becoming increasingly adept at playing the new post-1959 game.

I shall speak mainly, and briefly, of the last of these: the internal threat to employment; for whatever academic freedom is, if one ceases to be an employee of the university, one ceases to have it.

Mainly because of the success of the CAUT in the last fifteen years, the exposed teacher is usually, although not always, an untenured faculty member. In every case, a point is reached where the issue is between that faculty member and the administrators. Whatever the origin, however departmental faculty at the earliest point may have been disposed, whatever the recommendation of processing and intermediary committees, a point is reached where the issue is between administrators and faculty member. Administrators is in the plural, because administrators are born into the herd, not into the race.

That is why, when I became Dean of Atkinson College, the first thing I did was to limit deans to a five-year non-renewable term, and departmental chairmen to a three-year non-renewable term.

Despite the existence of a faculty association, and despite the presence of friends, the faculty member



stands alone. Faculty associations are preoccupied with procedures, their officers usually change every year; friends may be anxious about their own careers. Colleagues, generally, hear of an impending dismissal or non-renewal with mixed emotions. They are mindful of the need for standards as well as for justice, and frequently express incompetence to judge another Department or Faculty. Also, they say, "well, there are procedures for this sort of thing."

So it is the administrators against the faculty member.

The very success of the CAUT and of faculty associations, acting within the spirit of the Policy Statement on Academic Appointments and Tenure, in establishing procedures—particularly for tenured faculty—has brought with it a problem for the untenured faculty. Administrators can work procedures better than the faculty member. Too often the academic community is satisfied if the procedures have been followed, without the same keen insistence that justice has been done, whatever the procedures.

#### **Vyshinsky Corollary**

I would like to refer, on the basis of observations as an administrator for five years, to what might be called the "Vyshinsky Corollary" to academic freedom. According to the "Vyshinsky Corollary," "Justice must be seen to be done especially where justice has not been done."

The question for faculty associations is: is it always possible for justice to be done when most of the people involved, as jury, as witnesses, as plaintiff, as prosecutors, have been living along the same corridor, have developed a web of complex relationships; when irrelevant matters get dragged into consideration, or are kept out, but influence positions taken and evidence given?

The presumption must be that there is not the certainty that justice can be done. That is why the academic community should not be satisfied merely because internal procedures have been followed. That is why the developments this past year at McGill University with respect to Professor Pauline Vaillancourt were the most encouraging in several years in this area of academic freedom. McGill is to be commended for accepting two propositions in a dispute involving an untenured member of faculty:

First, that an *outside* Committee of Enquiry appointed jointly by the Dean of the Faculty and by CAUT should conduct an enquiry and make a recommendation; and second, that the Committee of Enquiry should extend its examination, as provided in the CAUT Policy Statement, from matters of procedure, to questions of bias and inconsistency.

There was another element in the McGill dispute which helped to move it from the Departmental corridor to the involvement of faculty from other universities. And that is that it became an issue in the press. Historically the CAUT has used and advised direct communication and attempted resolution of a dispute. That may still be wise for the CAUT, but with increasing public interest and involvement in the affairs of universities, faculty associations may find it beneficial to respond to the legitimate interest of the press in internal university matters.

I would like to make a final comment on another aspect of academic freedom. The CAUT Policy Statement on Academic Appointments and Tenure contains the sentence:

"Academic freedom includes the right within the university to decide who shall teach, who shall be taught, and what shall be studied, taught, or published."



*Professor Crowe is the retiring dean of Atkinson College, York University.*

#### **Who Shall Teach, Who Shall be Taught.**

This sentence, more than any other, and particularly the reference to "who shall be taught" has been the subject of more criticism by people in and around provincial Ministries than any other part of the document. It has sifted down to members of boards of governors. A board member, who is the President of three companies, on the executive committee of five others, and a director of perhaps twenty corporations will protest that *he* doesn't have tenure, and his second subject of conversation will be that no university professors are going to tell the community who goes to university.

It is a strange issue, at once pointless and important. Academic standards are in your hands, and in no other hands. A Minister of Education or University Affairs, and university administrators, can decide of course, if the government so decrees, who goes into first year English. But *you* decide who comes out of first year English. "The front office can't dig coal." The Ministry cannot teach Psychology or Biology, or for that matter basket-weaving. It is fundamental to academic freedom that you do not let go of academic standards.

As to the rest of the sentence from the CAUT Policy Statement, we have witnessed recently in Toronto a painful and embarrassing assault upon the proposition that academic freedom includes the right within the university to decide who shall teach and what shall be taught.

It is elementary that the right to decide who shall teach must embrace the right of a constituent unit of a university to invite someone into the university in order to lecture.

It is intolerable that either a gang or a government should exercise a veto.

I cannot escape the conclusion that any so-called academics who approved that violent disruption stand in total contempt of their profession.

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## The Theology of Citizenship

Sir,

Recent letters to the *Bulletin* by Arthur Davis (March, 1974) and Robin Mathews (November, 1973) reveal an intriguing theology of Canadian citizenship. Davis adopts a deeply sacramental view. Either infant baptism (citizenship by birth) or adult baptism (citizenship by choice) confers *ex opere operato* the infinite benefits of sanctifying grace on even that most abject of sinners, the American. Thus, "Canadian nationality, native or acquired, opens the door for an awareness of Canada's underclass, hinterland status in the American empire. It opens the door for supporting Canadian liberation." It is, in short, a precondition of academic salvation. Happily, there is hope in this soteriology for those born into the original sin of non-Canadianism. Mathews, by contrast, posits an absolute predestination, apparently untouched by baptism. "If I decided to go to any country in the world that uses the same first language I do, I might try very hard, but if I arrived, an adult, in a country that I was previously ignorant of in every important way, my *desire* to be part of the country would not guarantee me (or my students) very much." By implication, those who acquire Canadian citizenship as adults are condemned to either eternal damnation or temporal second-class citizenship.

Each theological stance invites questions. Davis, first of all, denies not only redemption but the possibility of good works to the unbaptized. By this logic the work of Everett Hughes on French-Canada would be for naught, for Hughes left without the sacrament, and the pre-baptismal work of Anthony Richmond, Frederick Elkin, and many others would be equally worthless. In a reversal of St. James, works without faith are dead. Second, one wonders if Davis would apply the same reasoning to the numerous and sometimes eminent social scientists from Canada who now work in the U.S. Presumably Nathan Keyfitz, Dennis Wrong, David Easton, the perfidious Harry Johnson, the pre-Americanized J. K. Galbraith, Mildred Schwartz, Arthur Dyck, and hundreds of others would have lacked an essential condition of insight into American society. Or is it that the Canadian sacrament confers a continental grace, while the American version stops at the 49th? Indeed, by the Davis yardstick both he and Mr. Mathews, during their respective stays in the U.S., were guilty of the sins now attributed to Americans in Canada. Third, given the sudden and dramatic inflow of grace conferred by citizenship, we should expect rather dramatic behavioural changes among the newly purified. Within the last two years I have watched some half dozen colleagues in this condition, but could discern no spurt in productivity, no heightened commitment to liberation, nor any markedly different insights into Canadian society. All seemed to go on doing what they had done before, as if citizenship confirmed prior commitments rather than brought new ones in its train. With the Americans, of course, the depths of degradation may have been so great that the sacrament could not penetrate. For these a special rite of exorcism might be in order. But it is at least to Davis's credit that the unbaptized are redeemable, however inadequately.

In the gospel according to Mathews there is but faint hope for the immigrant from any land to attain the grace of the native-born. In the prologue to *Each Man's Son* Hugh MacLennan writes of the Scottish immigrants to Canada: "They also brought with them an ancient curse, intensified by John Calvin and branded upon their souls by John Knox and his successors—the belief that man has inherited from Adam a nature so sinful that there is no hope for him and that, furthermore, he lives and dies under the wrath of an arbitrary God who will forgive only a handful of his elect on the day of judgment." Through the redemptive forces of Canadian history the curse has seemingly been lifted for its native sons and daughters, but the wretched immigrant academic must live and toil under the shadow of probable damnation. I have often wondered what Mathews would do with foreign academics who eventually became citizens. On Monday such an individual would be a malefactor of the worst sort—an agent of American imperialism, a deceiver of the young, an academic incompetent, and an impertinent

mischievous-maker. Yet on Tuesday, after a rather simple ceremony, the same person would presumably be a citizen with the same rights and prerogatives as Mr. Mathews. Now we discover how Mr. Mathews, through the doctrine of predestination, resolves the evident cognitive inconsistency produced by his preachings. Try as he may, the immigrant academic will never join the ranks of the elect. Though he may be a citizen, his "*desire* to be part of the country would not guarantee" him very much.

If the arguments advanced by Davis and Mathews were applied to the Jews, Ukrainians, Italians, or any other group besides Americans, the authors would immediately be branded as bigots. But each country seems to have zones of bigotry which are allowed to remain as a national escape valve, and are sometimes sanctified into collective virtue. For understandable historical reasons the American has been fair game in Canada since Confederation. It is certainly not bigotry to criticize hiring practices in universities or to propose restrictive policies. But it is one thing to express concern and propose policy and another to boast, as does Davis, that "American social scientists, with an occasional exception, are inferior to their Canadian counterparts." Some Canadians may be gratified to learn that they are part of a super-race, but somehow this line of argumentation seems decidedly un-Canadian. It is also a form of bigotry to argue, as Mathews has *ad nauseam*, that all or most Americans are uninformed about and uncommitted to Canada, that all American department chairmen conspire to bring in more of their own, and that foreign professors, in general, think and act in like ways. When similar arguments were advanced to support a theory of Jewish "takeover" of social science departments in North American universities, they were repudiated by responsible academics. It is no less bigoted to imply that however much they desire and try, immigrants who become citizens are somehow less Canadian than the native-born. The nationalist prejudice appearing in these letters is unworthy of Canada or any other country.

Donald Warwick  
York University

## Ombudsman needed . . .

*This letter was addressed to the Minister of Colleges and University of Ontario.*

On January 18th the Canadian Association of University Teachers wrote asking that you not recommend an ombudsman for post-secondary education in Ontario. This letter was printed in the March 1974 *CAUT Bulletin*.

We wish to state our disagreement with this recommendation. You will know from its November report that the University of Waterloo has practised extensive discrimination in the past against women. Recent letters to us from Dean Pearson, President Matthews and the Faculty Association indicate that these people are not prepared to correct past discrimination and are not anxious to hire more women professors. (Dr. Matthews indeed claims that a faculty composed of one percent women does not reflect discrimination). Their stand goes against the spirit of both the Equal Employment Act and the Human Rights Code of Ontario.

We feel that because universities are run on tax money they should not be allowed to discriminate against women. Yet the evidence from the University of Waterloo shows that the administration does not intend to help women gain their rightful role in the university. Since there are no higher powers to countermand this administration's authority, we feel strongly that an ombudsman is needed in post-secondary education to correct the wrongs that at least one university intends to perpetuate. We respectfully ask that an ombudsman be appointed who will uphold rather than ignore the laws of Ontario.

Waterloo Committee of Women's Rights

## Mother's becoming a person . . . slowly

**Mother Was Not a Person**, compiled by Margret Andersen, Montreal. Content Publishing Ltd. and Black Rose Books, 1972, pp. 253. \$3.95.

Books on and by women, published mainly in the United States and Western Europe, have recently begun to flood the market, and bookstores across the country have acknowledged this development with the establishment of separate sections for volumes on women. *Mother Was Not a Person* is one of the few Canadian publications which has appeared on the bookshelves.

This selection of writings by Montreal women is in part the result of a course on Women in Modern Society offered at Loyola and co-ordinated in 1971-72 by Dr. Margret Andersen, chairman of Languages at the University of Guelph and chairperson of the CAUT Committee on the Status of Women Academics. Contributions to the anthology were not, however, confined to students and instructors of the course, but broadened to women of the Montreal area with Dr. Andersen compiling the selections.

Dr. Andersen tells us in her preface that the book is a "... middle-class publication which will be read by middle-class women ...". The contributors themselves in a number of instances direct their attention to the problem of class within the Women's Movement. The apology in itself for being middle-class is one of the clearest statements of the defensive position in which women who support the Women's Movement in Canada have been placed in a male-dominated society. How many male academics even if writing in support of revolutionary change find it necessary to apologize for the fact that they are middle-class?

The book is divided into seven parts:

1. Woman's Place: How it was; 2. Woman's place: How it is; 3. Women and the Arts; 4. Women and their Bodies; 5. Women's Liberation; 6. The Royal Commission Report; 7. Critique of the Feminist Movement.

"How it Was," of course, was that Canadian women became "persons" only in 1929 when the Privy Council in London overruled a decision taken a year earlier by the Supreme Court of Canada that under the British North America Act women were not "persons" and hence not eligible for appointment to the Senate.

Of particular interest in this section on history are the passages from Nellie McClung's *In Times Like These* a feminist who expressed often with great wit the injustices of Canadian society as she saw them:

"Men do as they like . . . but every true and womanly woman must take to the nutmeg grater and the O-Cedar mop."

For CAUT readers attention should be drawn to the "Question of Education" in section II of the volume and more particularly to the article by Dr. Margaret Gillett, professor of Education at McGill and Editor of the McGill *Journal of Education*, who outlines the educational and career possibilities for Caroline, the three-year-old daughter of one of her colleagues. In Kindergarten, Caroline will be exposed to children's books which will reinforce the role for which she is already being programmed at home. She will find that her guidance counsellors and teachers will try to channel her into appropriate "girls" programmes. In college she may take a course in Women's studies but she will also be reading Marshall McLuhan and learning that, as early as 1929 (even though women in Canada were now "persons"), they had already been "homogenized by the movies and photo-advertising."

If Caroline chooses a teaching career, traditionally a woman's job, she will most likely get equal pay, but she will find that promotion possibilities are

restricted and few high schools have women principals. If she teaches at the college level she will discover that she will be discriminated against in terms of hiring, promotion, salary, and administrative appointments. Dr. Gillett refers to a study of McGill which revealed these inequalities and of course it should be added that such studies conducted at other universities since she wrote in 1971 have revealed similar injustices.

We would, however, commit an injustice ourselves if in speaking about *Mother Was Not a Person* we referred only to the writings of academics. Some of the most sincere and hence moving pieces in the anthology are those of women who express their own feelings and reactions to the problems of women in Canadian society. Others, including Dagnar de Verster, evoke outrage at the attitudes of certain males such as Leonard Cohen.

*Mother Was Not a Person* enriches the field of writings on women, but as yet the number of books by Canadian women is still too few and clearly a need exists for more support for publication in this field. This volume has a place in the library of every Canadian who is interested in the Women's Movement and the Montreal women who produced it can rest assured that it will assist more than "a few women in search for themselves . . . and spread the word: Sisterhood is Beautiful."

Lois Valley

Professor Valley teaches English at Acadia University.

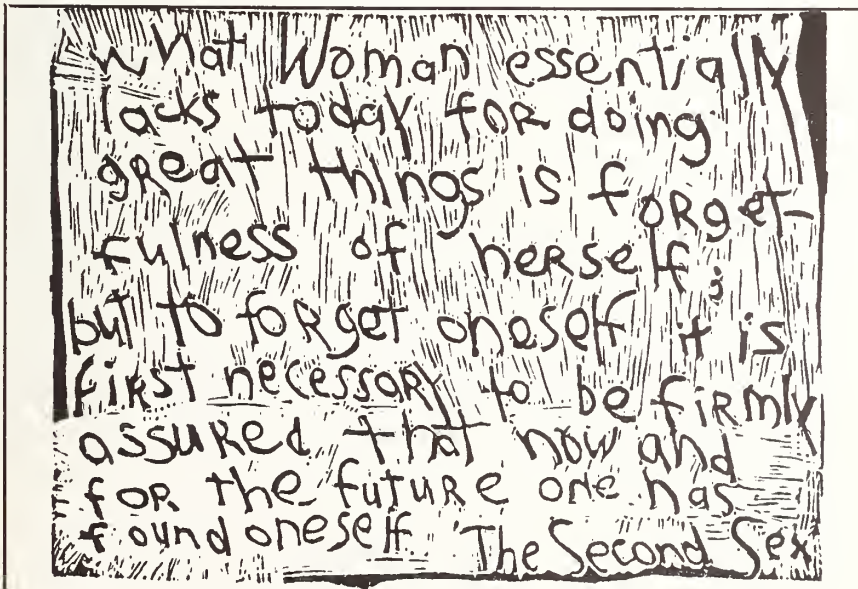
## Financing of higher education in the 1970's

**Higher Education: Who Pays? Who Benefits? Who should pay?** A Report and Recommendations by The Carnegie Commission on Higher Education. 1972.

*Higher Education: Who Pays? Who Benefits? Who Should Pay?* is another in the series of excellent reports on Higher Education in the United States issued by the Carnegie Commission. The present report takes up questions of financing during the seventies. The Report enunciates a number of ideas that will be of interest to the Canadian reader if only because they have been at issue in discussions among educational and social planners here for at least the last five years. The same issues in the Canadian context have been tackled in Canadian policy papers such as the Report of the Commission on Post-Secondary Education in Ontario.

The Carnegie Report recommends among other things the following:

1. a modest short term increase in public support,
2. a gradual increase in federal support over the decade until it is





approximately equal to the amount of state support,

3. tuition at community colleges, state and private universities should be kept low for the first two years but should be increased in the third and fourth years, in professional schools and in graduate schools to more nearly reflect "the real differences in cost of education per student",
4. tuition should eventually cover about one-third of educational cost,
5. university accessibility of academically qualified students should be guaranteed by providing federal grants of up to 75 percent of costs (less parental contribution where applicable) with state grants to make up the balance for the most needy students (especially for the first two years) and by a federal National Student Loan Bank that could extend loans to all eligible students regardless of need.

The general aim of the *Report* is to achieve, over the next ten years, a balance between private and public monetary outlays of one-third to two-thirds, a proportion that is approximately reversed when fore-gone earnings are taken into account. The *Report* adopts the view that the "overall division of economic costs that has evolved historically between families, taxpayers, and philanthropy should not be greatly altered." (p.104) The recommendation for an increase in public support is intended to provide for an increase in aid to students to offset the effects of tuition increases on the assumption that this outlay would be recaptured over the long run by the self-sustaining student loan programme.

U. S. planners have a problem that Canadians do not have because they

have a special educational asset in the private universities. These universities have been encountering severe financial problems in recent years. An important motive behind the proposal to increase tuition at state universities and to divert more public funds to students is to preserve the financial viability of private institutions and to enable them to serve students from a broader social and national spectrum.

The Canadian reader of the *Report* can experience some complacency when he sees it proposed that the share of federal as compared with state support for higher education should become by 1980 equal portions of total public support. The federal-provincial cost sharing arrangements have already achieved this ideal, if ideal it is, in the 1960s in Canada. However, one advantage of American "backwardness" is that federal planners will be able more easily to direct increased federal support to students rather than to institutions, thereby allowing students a greater sense of independence and financial responsibility (loans will have to be repaid) than when they are recipients of public generosity via public subsidies to the institutions. A comparable situation in Canada could be achieved by directing a significant portion of the current indirect federal subsidy to institutions into a much enlarged federal student loan scheme with a retroactive grant component which could be achieved by gearing repayment to the post-educational earnings of students.

The Carnegie *Report* demonstrates a considerable concern about the deterrent effect of higher tuition costs for students — costs which they would have to meet by incurring debt. It proposes to offset this effect in two ways: first, by providing total grant

support for the most needy students and, second, through a differential tuitions policy which would maintain tuitions at relatively lower levels during the first two years of study and at relatively higher levels in subsequent years including professional and graduate studies. The proposal for increased tuition at state institutions is based on the view that there is a social inequity in the current financial arrangements. Public subsidy to institutions which enable them to maintain very low tuition levels distribute the burden of cost more heavily to citizens who are less able to benefit from educational opportunity and less heavily to citizens who could afford to make a higher private contribution to educational costs. It is of interest that the recently published Porter-Blishen Study makes the same point about Ontario (and presumably by implication about other provinces) as have others e.g. the Ontario Commission on Post-Secondary Education and by myself in *Who Pays? University Financing in Ontario*. The Carnegie *Report* is not averse to nominal tuitions *per se* so long as the social inequality is solved by reforms of the tax system by which public funds for higher education are generated. But like others who have considered the problem, they are not convinced that such reforms are as easily achieved as the reforms in the distribution of educational costs they are proposing.

The other major principle behind their proposal to divert more public funds into grants and loans for students, rather than to institutional subsidies, is their view that educational planning would be beneficially influ-

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## *Cont'd from p. 9* **WOMEN**

pared with the potential pool of academically trained woman power in Canada."

Waterloo reports that, in 1972, only 5.3% or 37 of the 699 full-time regular faculty positions at that university, are held by women. Of 192 full professors, only three are women, of 239 associate professors nine are women. Margit Eickler, sociologist and chairman of the committee adds that, since these statistics were made, one of the two full professors left Waterloo University. Her report confirms for Waterloo what previous reports had said of other institutions: women are hired at lower ranks and move more slowly through the ranks. Of course, they are also underpaid.

At McMaster, women comprise 3.1 percent of the full professor rank (5 women), 7.2 percent of the associate (13 women), 11.9 percent of the assistant (27 women) and 26.6 percent of the instructor and lecturer rank. For the whole university, the average salary differential is \$4,074. However, female assistant professors in arts earn an average of \$596 more than men, presumably because they are being kept longer at this rank.

Women comprise 80% of the library profession. In the province of Ontario university libraries, 94% of the chief librarians are men. In Canadian libraries, the male's median salary is higher by \$4,307 (30%).

Women are under-represented on all decision-

making bodies within the university; women while being underpaid have to carry heavy baby-sitting expenses because universities do not provide day-care facilities. Women students are often being discouraged from doing graduate work and pursuing professional careers. The low status of women faculty, the almost total absence of women from administrative positions must have an effect on both male and female students. To the latter, it must convey a sense of futility or of rebellion.

The reading of reports on the status of women in Canadian universities, in 1974, conveys a sense of despair which could be alleviated only by two things: good news relating to the status of women or a perception of greater rebellion in women academics.

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## *Cont'd from p. 11* **VYSHINSKY**

There are few who have more cause than I have to be grateful to the Canadian Association of University Teachers. The Association has come a long way. Recently I attended the celebration of the selection of my successor, Professor Margaret Knittl, as Dean of Atkinson College — an evening Faculty of Arts and Science of full-time and part-time students — 13,000 of them. The final words of the statement she made signify how far we have come. She concluded "I shall assume my duties with the budget in one hand, and the CAUT Handbook in the other."



enced if institutions were more subject than they now are to the "market choices of students." Unfortunately, the competition by institutions and programmes within institutions for students can have ill effects on the quality of education. But, in the final analysis, university and college teachers are responsible for the quality of education. If they do not preserve and improve it, no one else can. And, in general, the pressure of student preferences for educational programmes and institutions makes a legitimate and indispensable contribution to educational planning.

The *Carnegie Report* takes up a major issue that is also on the agenda of Canadian education planners—the

financing of graduate studies. It favours increased tuition for graduate students for five reasons: 1) graduate education is more costly, 2) there is a growing surplus of Ph.D.s, 3) graduate students have greater opportunities to support themselves as teaching or research assistants, 4) higher future earnings, 5) most of the social benefits from higher education will have been developed, if at all, at the undergraduate level. (Ph.D.s are neither more effective nor better citizens than B.A.s on the whole). From the Canadian perspective one cannot take issue with the first two reasons. But the third and fourth are questionable. It is true that graduate students have more opportunities for earning through academic work

while at university than undergraduates who have none. But, especially in the humanities and social sciences, these opportunities are not sufficient to provide an argument for increased tuition and it is not obvious that the situation is any different for science students except that more of these kinds of earning opportunity are available to them and they tend to be more highly remunerated. Neither is it obvious that a Ph.D. offers the prospect of significantly higher life-time earnings than a B.A. The basic rationale for increased tuition can only be to cut back on the numbers of Ph.D.s educated.

However, the *Carnegie Report* also focuses attention on a danger consequent upon any severe curtailment of graduate studies. They caution that funding based on manpower assessments overlooks the factors that are essential to institutional well-being and may damage, unintentionally, the long term stability and vitality of universities which are "national laboratories for research and renewal." It must be said that not all universities qualify equally well for this rather grand but, let us hope, partially correct description. Nevertheless, some perhaps do. The problem is to find a way of funding graduate work of the highest calibre without having, for political reasons, to fund graduate work of inferior quality while at the same time enabling universities without graduate programmes to thrive academically by enabling their professors to do the research that is essential to them, to their undergraduate students, to society and to their disciplines.

The *Carnegie Report* assumes for no good reason other than its being historical (which is not a good reason) that public policy should maintain a one-third two-third split between private and public responsibility for meeting institutional costs. There is also, to be sure, the difference between private and social benefit on which such a division could be realistically based but the *Report* admits that it is not known that one-third of the benefits of higher education accrue to individuals privately and two-thirds to the general public. In the absence of knowledge, history would appear to offer as good a rationalization as any. History in Canada has been different. During the fifties and sixties the demands on students and their families for financing post-secondary education gradually diminished. These demands are currently less than one-fifth in Ontario. Whatever the objectively correct distribution of responsibility between the private and public sector may be, there would appear to be a strong argument based on considerations of social equity for somewhat higher tuition levels in Canada.

*Charles Hanly*

*Professor Hanly teaches Philosophy at the University of Toronto.*

## LIST OF AAUP — CENSURED INSTITUTIONS

Alabama State University (Winter, 1961, pp. 303-309)	1962
South Dakota State University (Autumn, 1961, pp. 247-255)	1962
(Censure was voted specifically on the Board of Regents of Education of the State of South Dakota, and not on the institution's administrative officers.)	
Grove City College (Spring, 1963, pp. 15-24)	1963
College of the Ozarks (Winter, 1963, pp. 352-359)	1964
(Censure was voted specifically on the Board of Trustees, and not on the institution's administrative officers.)	
Wayne State College (Nebraska) (Winter, 1964, pp. 347-354)	1965
(Censure was voted specifically on the governing board, currently entitled the Board of Trustees of the Nebraska State Colleges, and not on the institution's administrative officers.)	
Amarillo College (Autumn, 1967, pp. 292-302)	1968
Texas A & M University (Winter, 1967, pp. 378-384)	1968
Southern University and Agricultural and Mechanical College (Spring, 1968, pp. 14-24)	1968
University of Wisconsin — Whitewater (Spring, 1968, pp. 25-36)	1968
Troy State University (Alabama) (Autumn, 1968, pp. 298-305)	1969
Northern State College (South Dakota) (Autumn, 1968, pp. 306-313)	1969
(Northern State College, like South Dakota State University, is under the jurisdiction of the Board of Regents of Education of the State of South Dakota.)	
Frank Phillips College (Texas) (Winter, 1968, pp. 433-438)	1969
Central State University (Oklahoma) (Spring, 1969, pp. 66-70)	1969
Detroit Institute of Technology (Spring, 1969, pp. 79-85)	1969
Southeastern Louisiana University (Autumn, 1969, pp. 369-373)	1970
Indiana State University (Spring, 1970, pp. 52-61)	1970
Oklahoma State University (Spring, 1970, pp. 62-72)	1970
University of Mississippi (Spring, 1970, pp. 75-86)	1970
Laredo Junior College (Texas) (Winter, 1970, pp. 398-404)	1971
University of Florida (Winter, 1970, pp. 405-422)	1971
Southern State College (Arkansas) (Spring, 1971, pp. 40-49)	1971
Grambling College (Louisiana) (Spring, 1971, pp. 50-52)	1971
Tennessee Wesleyan College (Spring, 1971, pp. 53-57)	1971
Onondaga Community College (New York) (Summer, 1971, pp. 167-174)	1972
University of California at Los Angeles (Autumn, 1971, pp. 382-420)	1972
(Censure was voted specifically on the Board of Regents of the University of California, and not on the institution's administrative officers.)	
Armstrong State College (Georgia) (Spring, 1972, pp. 69-77)	1972
West Chester State College (Pennsylvania) (Summer, 1972, pp. 126-134)	1973
Ohio State University (Autumn, 1972, pp. 306-321)	1973
Marshall University (West Virginia) (Autumn, 1972, pp. 322-329)	1973
University of Missouri, Columbia (Spring, 1973, pp. 34-45)	1973
Queensborough Community College of the City University of New York (Spring, 1973, pp. 46-54)	1973
Cornell University (Spring, 1973, pp. 55-62)	1973
Southern Illinois University at Carbondale (Spring, 1973, pp. 63-72)	1973
Colorado School of Mines (Spring, 1973, pp. 73-79)	1973
East Tennessee State University (Spring, 1973, pp. 80-85)	1973
McKendree College (Illinois) (Spring, 1973, pp. 86-92)	1973
Rider College (New Jersey) (Spring, 1973, pp. 93-100)	1973
Camden County College (New Jersey) (Autumn, 1973, pp. 356-362)	1974
Bloomfield College (New Jersey) (Spring, 1974, pp. 50-66)	1974
Voorhees College (South Carolina) (Spring, 1974, pp. 82-89)	1974

For information on the details of censure refer to the appropriate pages in the *AAUP Bulletin*.

# Serious questions on the goals and process of education

**Individual Orientation in Education**, vol. 2 of *Plan Europe 2000, Project 1: Educating Man For The 21st Century* by Maurice Reuchlin. Martinus Nijhoff, Hague, 1972. p. 75 + xi.

One of a wide-ranging series sponsored by the European Cultural Foundation on the future of man in Europe, this book deals with the future role of guidance or orientation in the education system. The subject may be treated narrowly in terms of the specialized training and facilities needed for individualized school guidance in selected European countries, or it may encompass a broad discussion of educational and social structures appropriate for good individual educational choices: choices which will result in personal fulfillment and creativity in the society of the future. Although M. Reuchlin attempts to treat both aspects, only the latter is of general interest to readers of the *CAUT Bulletin*.

Clearly *Individual Orientation in Education* is too short to treat both aspects in depth or to present detailed original research. It is directed not at specialists but at a general academic audience, synthesizing relevant results—primarily of French authors. The author first contrasts trends in industrial demands for skills of the labour force (and needs for skills for leisure activities) and the supplies of students under the assumption of continued rapid technological change. With this for background he considers two major issues:

(1) what structure of knowledge will be needed in the society of the 21st century, and what implications for educational orientation result;

(2) why are educational achievements not equally distributed across socioeconomic classes, and what can be done to achieve greater equality of access to education?

On the first issue, Reuchlin's analysis leads him to conclude that the industrial structure which is evolving will require relative to the present situation a labour force with a higher proportion

of high-level skills and knowledge, and these skills and knowledge will not only be more highly specialized but generally will require more cumulative learning. Several implications follow. First, although the proportion of students seeking higher education will increase, present trends indicate that the increase of students in technologically sophisticated areas requiring cumulative study may be insufficient

the imperatives of accumulation of knowledge (by students) in those fields characterised by hierarchy in content.

With respect to the second issue, Reuchlin identifies economic social, biological, and geographical sources of unequal educational performance by social class. He also makes obeisance to the need to equalize educational access by sex. Lower class parents have lower incomes and hence are less able to pay for advanced study by their children, they lack awareness and information regarding educational and career opportunities which would enable their children to



relative to social and industrial needs. Hence relative salaries in these areas will increase. Second, increased specialization will result in less flexibility in the labour force of the future, but rapid technological change will increase the need for retraining of adults. Thus educational services and guidance for adults will require rapid expansion. Third, educational decisions between disciplines characterised by cumulative or alternatively non-cumulative learning may have to be made earlier and may increasingly determine future career possibilities. Fourth, individualized structuring of education may become increasingly incompatible with

be upwardly mobile, and their gene pool is on average less well endowed with those genes which contribute to intellectual achievement. Rural lower class parents are disadvantaged relative to rural middle class or upper class parents in overcoming the relatively more inadequate schooling available in rural areas. Given the strength and tenacity these influence, the author recognizes that full equality of educational access is unlikely to be achieved in the foreseeable future. But the possible emergence and perpetuation of two separate cultures—the dominant one being cumulatively educated, tech-

*Cont'd next page*

## ALGOMA UNIVERSITY COLLEGE

*invites applications from, or the nomination of, candidates qualified for the position of*  
**PRINCIPAL**

Algoma is a small, innovative, Liberal Arts College, located in Sault Ste. Marie, Ontario. The College specializes in undergraduate education and places considerable emphasis on its integrated full and part-time study programs.

The Principal, as the senior officer of the College, has overall responsibility for the direction and supervision of the academic and administrative work of the College, and such other powers and duties as may be assigned by the Board of Governors.

Written applications or nominations for this position, accompanied by a resume of qualifications, should be sent to:

John Renner, Ph.D.  
Peat, Marwick and Partners  
P.O. Box 31  
Commerce Court West  
Toronto, Ontario M5L 1B2



from p. 16

nocratic and affluent—is perceived as socially dangerous. As a factor tending to equalize educational access and to offset the influences mentioned, guidance in the schools and universities will therefore increase in importance as an instrument of egalitarian public policy.

Although one may disagree with details of this analysis, in its broad outline it is, in my opinion, relevant to Canadian higher education. In the expansion of the 1960s many of us in the universities assumed that society would support teaching in whichever specialties we choose to provide; that students choosing freely among university offerings with increasingly less in the way of guidance from formal requirements of curricula and of advice from us would choose wisely; and that somehow society would provide appropriate subsequent employment for the increasing numbers being processed under such "liberal" arrangements.

Recent budgetary restrictions have led to reexaminations of these assumptions but few significant modifications of the system which evolved in the 1960s. No doubt the popular view that universities are expensively turning out graduates with no marketable skills is overdone; but if universities do not willingly anticipate and respond more flexibly to the evolving needs of society and do not do a better job of assisting students to make wise educational choices, they will either pass under political control and be directly pressed into mending their ways or else competing institutions will be set up to do the tasks required.

Although implicit value judgments are introduced in the last two chapters

and there are occasional lapses into utopianism, it is the merit of this book that it raises serious questions regarding the goals and processes of education not from an *a priori* viewpoint of what is good for society coupled with eloquent but muddled egalitarian and libertarian principles, but rather on the basis of informed empirical efforts on the one hand to understand social, economic, and biological interactions with human learning, and on the other hand to project future needs of highly developed but individualistic and democratic societies for acquired human skills.

Paul B. Huber

Professor Huber teaches economics at Dalhousie University.

### THE UNIVERSITY OF WESTERN ONTARIO LONDON, CANADA

#### POSTDOCTORAL ASSISTANT IN FLUID DYNAMICS

Applications are invited for the position of Postdoctoral Assistant in Fluid Dynamics under a research project sponsored by the National Research Council of Canada. Candidates should be qualified in the general field of numerical fluid dynamics and must be prepared to work on problems arising in the theory of viscous fluids.

The annual salary rate for the appointment is \$8,700 and travelling expenses for the appointee would normally be paid. Further particulars may be obtained from

Professor  
S. C. R. Dennis  
Department of  
Applied  
Mathematics  
The University of  
Western Ontario  
London, Ontario,  
Canada  
N6A 3K7



to whom applications should be sent.

Applicants should submit a curriculum vitae containing the names of two referees. Candidates who expect to receive their Ph.D. shortly will be considered. The starting and terminating dates of the appointment will be open to negotiation.

## THE UNIVERSITY OF CALGARY

### FACULTY OF ARTS AND SCIENCE DEPARTMENT OF ENGLISH

Applications are invited for a vacancy in the area of Modern British Literature. Candidates should have completed a Ph.D. or its equivalent and have had university teaching experience. Salary and rank will be dependent on qualifications and experience.

Salary scales: Assistant Professor \$13,200-\$17,250.  
Associate Professor \$17,300-\$22,900.  
Full Professor \$22,950 up.

Applications enclosing curriculum vita and list of referees should be sent to:

Dr. A. G. Petti,  
Head, Department of English,  
The University of Calgary,  
Calgary, Alberta, Canada  
T2N 1N4.

Deadline for applications — June 15, 1974.



## THE UNIVERSITY OF CALGARY

### THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Applications are invited for a position of Assistant or Associate Professor in this department.

The vacancy is in the field of Clinical Psychology. Preference will be given to applicants with experience in Child Psychotherapy or Developmental Psychology or Special Education.

The level of appointment will depend on degree of experience.

Salary Scale: Assistant Professor \$13,200-17,250  
Associate Professor \$17,300-22,900

Applications should be forwarded to:

Professor B. P. Frost, Ph.D., F.B.Ps.S.  
Head  
Department of Educational Psychology  
The University of Calgary  
2920 - 24 Avenue N.W.  
Calgary, Alberta  
Canada  
T2N 1N4





# University Women still Second Class Citizens

all ranks and fields in universities; from deans down to lecturers (Table 32) women come out second best. And further, when men and women university teachers are placed on equal footing according to degrees earned, women's salaries are lower (as far as 68.5 per cent in the case of biological

score the inequities found between men's and women's salaries in almost sciences). The smallest gap in earnings, according to the figures, occurs among teachers in the humanities. There, the salaries of men exceed those of women by 0.8 per cent.

Although 23 universities in Canada have endorsed the 1961 CAUT resolution statistics provided by "Women in the Labour Force" clearly show that we are still a long way from achieving the results embodied in the resolution.

Israel Cinman, CAUT



**Women in the Labour Force: Facts and Figures (1973) edition.** Labour Canada, Women's Bureau. Information Canada, Ottawa, 1974. Pp. xxiii 281. (bilingual)

Thirteen years ago the CAUT adopted a policy which stated that in view of the principle of equal pay for work of equal value, there should be no discrimination based upon sex among faculty members with regard to pay, status or workload. With the publication of "Women in the Labour Force: Facts and Figures (1973)" put out by the Women's Bureau, Ministry of Labour, Canadians are again reminded that vast inequities including those of salaries, still exist between men and women in our universities.

The bilingual volume of some 280 pages (referred to as a "booklet" by its editors) provides statistical data on working women in Canada. Divided into seven sections which include statistics on women in the various spheres of the labour force—profession and industry—the book throws light on women's role in the Canadian labour market.

For the readers of the CAUT Bulletin, the most interesting sections are those dealing with women in the universities.

Using "A Report on the Status of Women at the University of British Columbia" as one of the source materials, the editors show that women on the UBC faculty (one example) had annual salaries which on the average, were 11.1 per cent less than those of the male faculty members. In medicine, the figure went up to as high as 24.1 per cent and in dentistry up to 19.6 per cent.

Other statistical data serve to under-

## THE UNIVERSITY OF CALGARY

### THE FACULTY OF MEDICINE

Applications and nominations are invited for the positions of  
**Professor and Head, Division of  
Morphological Science**

and **Professor and Head, Division of  
Pharmacology and Therapeutics**

The successful applicants will be expected to have an interest in undergraduate and graduate medical education and to be a well-established and active investigator.

The positions are to be filled Sept. 1/74 or as soon as possible. Salary will be according to qualification and experience.

Nominations and/or applications will be received by Dr. L. E. McLeod, Dean, Faculty of Medicine, The University of Calgary, Calgary, Alberta, T2N 1N4, Canada, until July 1, 1974. Applications are to be accompanied by a detailed curriculum vitae.



# 73 **REPORTS** RAPPORTS REPORTS 74 **REPORTS** RAPPORTS **DOCUMENTS** DOCUMENTS DOCUMENTS DOCUMENTS **DOCUMENTS**

**REPORT FROM THE PRESIDENT**

**RAPPORT DU PRÉSIDENT**

**REPORT FROM THE EXECUTIVE SECRETARY**

**RAPPORT DU SECRÉTAIRE GÉNÉRAL**

**REPORT ON BEHALF OF THE**

**ACADEMIC FREEDOM AND TENURE COMMITTEE**

**RAPPORT DU COMITÉ DE LA LIBERTÉ UNIVERSITAIRE**

**ET DE LA PERMANENCE DE L'EMPLOI**

**REPORT ON BEHALF OF THE  
COLLECTIVE BARGAINING COMMITTEE**

**RAPPORT DU COMITÉ DE LA NÉGOCIATION COLLECTIVE**

**REPORT ON BEHALF OF THE COMMITTEE ON  
INTERNAL UNIVERSITY AFFAIRS**

**RAPPORT DU COMITÉ DES AFFAIRES  
INTÉRIEURES DES UNIVERSITÉS**

## REPORT FROM THE PRESIDENT

*One of the advantages for the President in reporting later in the course of Council meeting is that by the time the place on the agenda is reached most questions of members have been answered.*

### CHANGING FUNCTIONS

*There is, however, one major aspect of our organization to which I would like to draw your attention — the on-going task of finding new constitutional forms for our changing functions and at the same time the task of pursuing such constitutional innovations as may provide a better fit between our structure and the intense regionalism of this country. May I recommend in passing to anyone who doubts the great strength of Canadian regionalism that he engage in a year's field experience as president of CAUT. It has been a fascinating and revealing experience for me.*

*Five years ago it became apparent in CAUT that the development of provincial organizations of faculty associations was essential if the universities were to respond effectively to the increasing interventionism of provincial governments. OCUFA, as is well known, led the way and now has a permanent secretariat and maintains an active lobby at Queen's Park. In addition, OCUFA prepares and makes available to its members valuable information on such matters as salaries and taxation. This growth in activity has been funded solely by members in the Ontario universities.*

*In the province of Quebec initial moves suggested the possibility of parallel development through FAPUQ. The affairs of FAPUQ warrant a separate chapter in themselves complicated as they are by many factors including the CSN and CEQ inroads into university organization. Where Quebec universities secure certification it may be with FAPUQ (as in the recent case of Sherbrooke) or with one of the other centrales as in the also recent faculty decision at Chicoutimi. But despite some setbacks and many difficulties FAPUQ has grown. It now has a permanent secretariat. This year we must devise the formula for its formal association with CAUT.*

*In Alberta and Nova Scotia there were some relatively early provincial activities but in other provinces such as British Columbia and Manitoba the very notion of provincial confederations of local associations was bitterly opposed or simply disregarded as impossible.*

*Despite this it seemed desirable that the evolving provincial functions should be recognized and represented, in some form, in the government structure of CAUT. A series of meetings at the OCUFA office in Toronto were held and seemed at times to recreate in microcosm the constitutional dilemmas of Canada. Eventually, however, a new constitution was constructed from a multitude of compromises. That new*



EVELYN MOORE



constitution has now operated for the past two years. You will recall that Council, the assembly of representatives of local associations was reduced from two meetings per year to one; a Board designed to give place and voice to the provincial organizations was created with a weighted membership reflecting the provincial disparities in population. Prince Edward Island is represented on the Board but Ontario rather more so. You will recall also that major committees report to the Board and the Board, meeting a minimum of four times per year, develops policy to recommend to Council.

During the two years of operation of the Board, one by one, the local associations have taken up their options to form provincial confederations. The impossible has happened in Manitoba and British Columbia and both their confederations are represented here today. As in the early confederations, so in the newer ones, action by government or planning for action by government has led to closing of the ranks among university staff associations.

The planning reports of the governments differ and range from the enlightenment of the Oliver report in Manitoba to the crude attacks on university tradition evinced by the Worth Report in Alberta. But good or bad, the emerging planning reports have contributed to a new form of solidarity within the faculties of the provinces.

Within some provinces faculty of community colleges also feel the pressure of the new interventionism of government and are increasingly finding common cause with university faculty associations. CAUT Board proposes an allocation of funds in 1974-75 to explore the means of cooperation. Such joint activities as there may be in the coming year will operate through informal structures, e.g. exchange of guests at meetings, but this new field of activity also opens up interesting questions of new constitution forms, e.g. does an umbrella organization incorporating parallel college and university structures lie somewhere in our future?

On the whole the recent changes in the CAUT constitution have worked well. But there have been certain costs, the most important of which is the reduction of Council meetings to one per year with the consequent severe limitation of continuity and of direct participation by locals. This is, nevertheless, I suspect not the year in which to suggest that we spend a further \$20,000 on a second Council meeting.

So much to our response to the development of provincial confederations.

### NEW STRUCTURES

There are emerging, however, further new situations in government, further new functions within CAUT. I believe, therefore, that further new forms will be required. You have with you the proposals for regional expansion of CAUT. I hope that in the year ahead serious attention can be given to certain issues which will flow from the proposed expansion of operations and I hope also that we can come to the next Council meeting with proposals for structural changes if these seem warranted.

In at least four provinces next year the confederations will possibly have the services of full time professional staff; two of these officers will receive part of their salaries from CAUT and will be running decentralized CAUT offices. FAPUQ and OCUFA have their own full time officers. An interesting question has been raised as to whether or not all the professional officers should be eligible to form part of the provincial delegations to the Board. I believe they should if this is wished by the confederations for these officers will help to bring expert knowledge and continuity to the deliberations. But attention must also be given in the future to the possible impact that eleven executive secretaries might have on a 26 person board, and to certain complications that may arise when some of these officers are full or part time CAUT staff and others are employed solely by their provincial confederations.

New forms will also have to be developed to handle

problems in relationships where a CAUT professional officer in the field serves part time an executive officer of a provincial organization. When growth of activity warrants the appointment of two separate persons (housed in the one office) much of the problem will resolve itself. In the meantime such developments should be closely watched for they could provide a model for solution of a continuing problem, a measure of isolationism in the larger provincial organizations. A recent incident illustrates this isolationism. Apparently quite inadvertently a provincial organization recently entertained as an honoured guest at a public gathering the administrator representing a censured university within the same province. This was perhaps a minor incident in itself but one that is indicative of a potentially very serious problem. I suggest therefore that we try the flying power of another constitutional kite, the appointment where possible to every provincial office of a CAUT liaison officer. Such an officer should, of course, have some specialization calculated to be of value to the members of the provincial confederation. This would at least be an interesting matter to explore.

### REACTION TO GOVERNMENTS

Within the next year we may also need to ask ourselves whether our modified federal operation through the three levels of organization, local, provincial and federal, will serve all our needs.

To quote a current OEC report:

In recent years, a little noticed phenomenon in Canadian inter-governmental relations has been the getting together of the various provincial governments, either formally or informally, to discuss a variety of specific or general topics without a federal presence. Publicity does not seem to be encouraged, nor is there a great deal of interest in this area by academic or press circles.<sup>1</sup>

Provincial ministers of education are meeting in the Maritime and the Western provinces. There are special purpose gatherings of ministers in these areas on such matters as graduate studies and ETV. The mechanisms for immediate response to these coordinating activities of governments may not be found most appropriately either through our Ottawa office or through the office of an individual province. Perhaps we will need to develop matching organizations as indeed we are already doing with our joint regional committees on ETV.

Furthermore what are the implications for us of a new dimension in Canadian federalism, the meetings of the Council of Ministers of the ten provinces on such matters as research policy. The meetings of the Council of Ministers were once harmless social events. This is no longer the case. As you may be aware certain documents circulated recently in the Council of Ministers were horrid in their proposals for provincial restraints on university research. Reaction was intense and the proposals appear to have been withdrawn at least for the present.

But no consultation with the representatives of university researchers took place before the deliberations of the Council of Ministers on university research. When challenged by CAUT for failure to consult some ministers indicated that they would consult in future; others did not. Here, as elsewhere, we must ask ourselves whether previous CAUT forms of organization are appropriate ones for the new circumstances.

I have probably said enough to make my main point that studies of organization and constitution will be required next year. I will therefore pass over other issues such as the pros and cons of a librarians' association within CAUT or the vexing question of what to do if professional groups such as lawyers ever succeed in getting excluded from the bargaining units where associations become certified for collective bargaining.

<sup>1</sup> Joe Martin, *The Role and Place of Ontario in the Canadian Confederation, The Evolution of Policy in Contemporary Ontario*, No. 4 (Ontario Economic Council, January 1974), p. 57.

## EXPANSION NECESSARY

Whatever new forms we devise, expert staff and therefore money will be required. A very modest proposal for expansion next year will be before you at the end of the Council meeting this afternoon. The year ahead must be devoted to planning not only organizational change but long term budget arrangements that reflect and support that change.

The membership dues sheets prepared for Council by Georges Frappier indicate that when local, provincial and CAUT dues are totalled there are some remarkable disparities across this country. Some professors pay in total dues about twice as much as others of the same rank and I do not regard it as accidental that some universities with very low total dues are also highly productive of expensive tenure cases. I have asked Vic Sim to prepare a tabulation of cases for the information of those of you who would like to test my new law, that the number of AF&T cases varies inversely with the total dues paid.

On the planes, homeward bound, you might try your hands at devising an equitable fee formula. Please let us have your suggestions. You might well consider whether professors should not pay more to CAUT if they require much of the central organization because of inadequate payments to maintain local and provincial activities. That is, should there

not be the same total payment by all within a rank?

Finally, this organization, I suppose, alone in Canada has been able to draw on an enormous range of expertise from within its own membership. Brilliant and devoted service has been freely given for the last twenty-five years. I hope it will be for the next twenty-five. Nevertheless this organization surely must guard against exploiting this relatively small group within its membership. We should, in decency, be prepared to pay for much that we now beg and in addition we need more activity than at present. For this we must pay and we may yet have to pay as much as teachers or actors or dentists pay for their professional organizations.

And one last reason for reconciling ourselves to having to pay for the services which we will need in the future is that, in so doing, we may be able to relieve our professional officers of the work load which I believe at present to be exploitive. For week after week the Executive Secretary has not had a single day completely free of CAUT commitments; he has probably not had a free weekend since Christmas. It is my earnest hope that our university employers continue to do better than we do in determining work loads. But it must be a high priority next year that we cease to exploit our staff. In the meantime we are deeply indebted to them all. I ask you to join me in an expression of that gratitude.

May 18, 1974

## EVELYN MOORE

Un des avantages qu'il y a, pour le président, à présenter son rapport vers la fin de la réunion du Conseil, c'est que lorsque son tour vient de parler, la plupart des questions des membres ont reçu une réponse.

Je tiens toutefois à appeler votre attention sur une des fonctions importantes que nous avons à remplir: celle, jamais terminée, de trouver de nouvelles formules constitutionnelles adaptées à notre rôle changeant, et en même temps de renouveler nos structures pour qu'elles correspondent mieux à l'intense régionalisme de notre pays. Permettez-moi en passant de recommander à ceux qui auraient des doutes sur la vigueur du régionalisme canadien de faire du travail sur le terrain pendant un an comme président de l'ACPU. Pour ma part, j'ai trouvé cette expérience passionnante et très instructive.

Il y a cinq ans, l'ACPU s'est rendu compte qu'il devenait indispensable de mettre sur pied des organisations provinciales d'associations de professeurs si l'on voulait que les universités puissent répondre efficacement aux interventions croissantes des gouvernements provinciaux. L'OCUFA, la chose est bien connue, fut une pionnière dans ce domaine; elle possède aujourd'hui un secrétariat permanent, et elle a ses entrées à Queen's Park. De plus, l'OCUFA recueille et met à la disposition de ses membres des renseignements précieux touchant par exemple les salaires et les impôts. Son activité croissante est entièrement financée par les membres qu'elle recrute dans les universités de l'Ontario.

Dans le Québec, on a pu croire au début que la FAPUQ connaîtrait une évolution parallèle. Cependant les affaires de la FAPUQ, compliquées par une foule de facteurs parmi lesquels figurent les incursions de la CSN et de la CEQ dans le domaine du syndicalisme universitaire, mériteraient un chapitre à part. Lorsqu'une université Québécoise veut obtenir l'accréditation syndicale, elle peut s'associer à la FAPUQ (comme dans le cas de Sherbrooke récemment) ou à l'une des autres centrales, comme dans le cas également récent de Chicoutimi. Mais malgré certains revers et de nombreuses difficultés, la FAPUQ a progressé. Elle possède aujourd'hui un secrétariat permanent. Cette année, nous devons trouver la formule de son association officielle avec l'ACPU.

## RAPPORT DU PRÉSIDENTE

En Alberta et en Nouvelle-Ecosse, l'activité au niveau provincial a commencé assez tôt, mais dans certaines autres provinces, et notamment en Colombie-Britannique et au Manitoba, l'idée même d'une confédération provinciale d'associations locales a suscité de vives oppositions ou a été rejetée d'emblée comme impossible à réaliser.

Malgré tout, il a paru souhaitable d'aménager les structures de l'ACPU de façon à accorder reconnaissance et représentation, de quelque manière, aux organisations provinciales qui se développaient. Une série de réunions tenues au secrétariat de l'OCUFA à Toronto a semblé reproduire en plus petit, à certains moments, le dilemme constitutionnel du Canada. Elle a fini néanmoins par aboutir à une constitution fondée sur d'innombrables compromis. Cette constitution fonctionne depuis deux ans. Vous vous souviendrez que le Conseil, c'est-à-dire l'assemblée des représentants des associations locales, a vu son nombre de réunions réduit de deux à une par année, tandis qu'on a créé un Bureau conçu pour accorder une place et une voix aux organisations provinciales, en tenant compte cependant des disparités de population entre les provinces. L'Île-du-Prince-Édouard est certes représentée au Bureau, mais l'Ontario l'est davantage. Vous savez aussi que les principaux comités rendent compte de leur mandat au Bureau et que le Bureau, qui se réunit au moins quatre fois par année, élabore les politiques à proposer au Conseil.

Depuis la création du Bureau il y a deux ans, les associations locales ont, l'une après l'autre, fait valoir leur droit de former des confédérations provinciales. L'impossible s'est produit au Manitoba et en Colombie-Britannique, et les confédérations de ces deux provinces sont représentées ici aujourd'hui. Dans ces nouvelles confédérations comme dans les anciennes, les interventions ou les projets d'intervention des gouvernements ont amené les associations de professeurs d'université à resserrer leurs rangs.

Les études de planification des divers gouvernements ne sont pas toutes semblables, et la distance est grande, par exemple, entre l'attitude éclairée qu'exprime le rapport Oliver au Manitoba, et les critiques sans nuances formulées contre la tradition universitaire dans le rapport Worth, en Alberta. Mais bonnes ou mauvaises, ces tentatives de planification ont aidé à susciter une solidarité nouvelle au sein des corps professoraux des diverses provinces.

Dans certaines provinces, les professeurs des collèges communautaires se ressentent eux aussi du nouvel interventionnisme des pouvoirs publics, et font de plus en plus



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# C.A.U.T. A.C.P.U.

## *newsletter*

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June 1974

### University teachers eye unionization

## Collective Bargaining sets tone for CAUT council meeting

by Israel Cinman

Faculty leaders from 54 Canadian universities reaffirmed their intention to pursue the right of faculty to bargain collectively when at the annual meeting of the Canadian Association of University Teachers they voted unanimously to support a resolution stating that collective bargaining can effectively protect academic freedom, the interests and the rights of teachers and researchers in Canadian universities.

Three hour-long sessions were set aside during the two day meeting held May 17 and 18 in Toronto, to discuss problems related to collective bargaining, the organization of CAUT-affiliated faculty unions and to writing of collective agreements.

#### **COLLECTIVE BARGAINING AND THE CAUT**

Professor Charles Bigelow, Chairman of the CAUT Committee on Collective Bargaining outlined recent developments in the area, saying that the great interest in the subject was due to financial constraints in the university world and to an unwillingness any longer to stand for the uncontrolled actions of authoritarian administrators.

He said that the certification of a local association can strengthen its collective bargaining procedures not just in the areas of salary and other monetary considerations, but also in improving the whole range of working conditions in the university.

Professor Bigelow emphasized that certification is compatible with the traditional values of the academic profession and that it will help the local association improve its bargaining leverage resulting in improvements to the finan-

cial situation of its members and all other areas of university life.

In elaborating the CAUT Guidelines on Collective Bargaining before the assembly, Professor Bigelow said that while the rights of the individual are in some cases suppressed in favour of the majority under collective unionization, the Guidelines provide protection for the individual to appeal to the CAUT.

For the past two years the CAUT has been working closely with several local associations who have sought certification under their provincial labour laws. The CAUT has three local unions affiliated with it—the University of Notre Dame of Nelson in B.C., the University in Manitoba (fifth largest university in the country) and St. Mary's University in Halifax. At St. Mary's the CAUT has fought and won a battle with the Canadian Union of Public Employees who tried to form a CUPE local on campus. After 55 per cent of the faculty voted in

favour of the CAUT-affiliated union, it was recognized as the bargaining agent by the Nova Scotia Labour Relations Board.

Professor Bigelow also said that major organizational efforts are in progress at half-dozen campuses and at least another dozen are seriously examining the question.

#### **FEDERAL PROVINCIAL FINANCING**

The CAUT delegates, representing 17,000 Canadian university teachers expressed concern over the role the federal government plays in financing post-secondary institutions. According to a report which the CAUT hopes to use as the basis for its lobbying position in the 1976 round of federal-provincial fiscal negotiations, the federal government should enlarge the range of its financial support to the universities, particularly in the area of capital costs allocations, rerouting these funds so that amounts and distribution are based on the number of students at an institution and not on provincial decisions.

The report says that it is essential that there be adequate federal support for university based research, emphasizing basic research, since "provincial agencies are more likely to define and therefore support research chiefly in terms of local and immediate applicability."

The CAUT document goes on to recommend that provincial ministers of education not be made responsible for approving research within universities that is to be funded by the federal government, and it finds no basis for the Ministers' claim to a veto on major research and disbursements decisions.

The question of special status for the province of Quebec within the federal-provincial funding arrangements was discussed, with Quebec delegates stressing that in view of the political realities within that province, matters such as setting priorities for major long-range developments of research facilities and the use of natural resources should be settled at the provincial level, but that federal government should continue to make grants to individual university teachers.

#### **CANADIANIZATION AND THE UNIVERSITY**

In 1969 the CAUT directed itself to the question of foreign professors teaching on Canadian campuses by adopting a resolution on the subject of Canadianization and the University. The CAUT took the position that the basic criterion to be used in hiring a professor should be that professor's competence and not citizenship or nationality. It also rejected the idea of government legislation or influence which would enforce or encourage rules concerning appointments or methods of appointment within the university. It did however, stress the need for Canadian studies in relevant fields, and in 1970 and 1971 the CAUT adopted a policy requiring mandatory

*Cont'd on p. 2*

advertising of all academic and senior administrative posts.

The CAUT position on the subject of Canadianization has remained unchanged, and critics have attacked both individual universities and the CAUT for not going far enough in ensuring that a greater percentage of Canadians have the opportunity to teach on Canadian campuses.

Accordingly, the CAUT has decided to review its policy on Canadianization and the results of a poll of some 50 faculty associations taken by the CAUT Committee on Canadianization were presented to the members of the Council. There was one major suggestion to change the existing Guidelines, adding a clause calling for the creation in each university a university-wide appointments committee with power to reject nominations for posts if proper advertising has not taken place, and the power to require an affidavit from departments wishing to hire non-Canadians showing that no qualified Canadians had applied for the position. The membership of such a committee, according to the Canadianization Committee report, was to be restricted to Canadian citizens.

In debating this sensitive subject, a majority of the delegates questioned the necessity of such committees, pointing to the vagueness of their terms of reference and the necessity of developing proper hiring procedures rather than creating "citizenship watchdog committees." Other delegates strongly argued against unnecessary bureaucracy.

Professor Michiel Horn, Chairman of the CAUT Committee on Canadianization, said that in spite of the furor raised by some individuals and the media, the Committee did not have overwhelming support for any changes in the present Guidelines, but reported that this was the area where there was the most support. The Council rejected this recommendation by a decisive margin.

The Council then defeated a motion moved by Professor Terry Copp of Sir George Williams University which asked that the Federal Government, through the Department of Manpower and Immigration, stop foreigners taking jobs for which Canadians are qualified. Finally, the Council reiterated the position embodied in the 1969 resolution, thus again endorsing competence and not citizenship as the basis for hiring university teachers.

### MATERNITY LEAVE

In reporting to the Council on the work of the Committee on the Status of Women Academics, Professor Margaret Andersen who chairs the Committee, said that it is gearing itself to deal with problems of human rights legislation, the question of daycare, counselling women who are entering the university, eliminating the disparities in salaries, hiring promotion and tenure for women faculty members and studying the status of women librarians.

Professor Andersen also introduced a recommendation from the Committee on the subject of maternity leave. The rec-

ommendation, approved by Council, asks for maternity leave for female faculty members, married and single, for a maximum period of three months at full pay and for additional three months on sickness or disability pay or leave of absence.

Questioned by some delegates why maternity leave should be restricted to women only, Professor Andersen said that it was more practical to establish maternity leave for women first, and to develop the guidelines, incorporating paternity or leave for adoption later. The Council voted to broaden the scope and include leaves for adoption, but not for paternity in the Guidelines.

### COPYRIGHT

The delegates were given background information about the CAUT activities

in the area of protection of copyright and were asked to approve the CAUT Interim Guidelines on Copyright. Professor Donald Savage, the CAUT Executive Secretary, said that organizations similar to those already in existence in Ontario, which serve to protect the rights of faculty members in their relations with the Ontario Educational Communications Authority are in the process of being created in Saskatchewan, British Columbia and the Maritimes.

He referred to the interim guidelines which ensure that the copyright in materials belongs to the creator and stated that the university has no right to require the ceding of copyright, although it was reasonable to have contractual ar-

*Cont'd on p. 4*

## CAUT council elects new President, Vice-President



**Richard Spencer**

Members of the Council of the Canadian Association of University Teachers, meeting in Toronto May 18, have elected Professors Richard Spencer and David Braybrooke as President and Vice-President, respectively, of the 17,000 member national Association. The new executive officers will carry out their duties during the 1974-75 academic year.

Professor Spencer who teaches civil engineering at the University of British Columbia has been active in the affairs of the CAUT and the UBC Faculty Association for a number of years. He was President of the UBC Faculty Association in 1972-73 academic year. In May 1973 he was elected Vice-President of the CAUT. He is also a member of the Council of the Confederation of University Faculty Associations of British Columbia.



**David Braybrooke**

Professor Spencer has written extensively in the area of civil engineering for a number of publications and is the president of the B.C. Chapter of the American Concrete Institute. He will take over in his duties as President from Professor Evelyn Moore who was the President of the CAUT during the 1973-74 academic year.

Professor David Braybrooke teaches philosophy and politics at Dalhousie University in Halifax. He has had a long and distinguished academic career and has been active in affairs of the local association at Dalhousie as well as the CAUT. He was a member of the CAUT Publication Committee in 1973-74.

Professor Braybrooke has written and edited a number of books and has contributed essays, articles and reviews to major academic journals and magazines.



## Money, Women's rights and censure

# The Annual Meeting of the AAUP

by D. C. Savage

The American Association of University Professors added three censures to its list eliminating two others, thus bringing the total to forty.

Two of these censures will be of particular interest to Canadians, namely those of Bloomfield College in New Jersey and Camden County College in the same state. At Camden College an assistant professor of mathematics was dismissed in 1970. There was an independent union at the college which refused to take the case to arbitration under the collective bargaining agreement and instead appealed to the university president who denied the appeal. The President refused to discuss the case with the AAUP on the grounds that he was legally bound to discuss employment matters solely with the collective bargaining agent but he nevertheless told the AAUP that his actions were in accordance with the provisions of the local agreement. The AAUP investigating committee found that the union contract signed by the College did not provide adequate protections for academic freedom, and the annual meeting voted to censure the institution.

### TENURE ABOLISHED

Bloomfield College a year ago abolished tenure and dismissed 13 faculty members of whom 11 were tenured. This was justified on the grounds of financial exigency. The battle between Bloomfield and the AAUP has become a cause celebre since many see it along with the events at Southern Illinois, as the real test struggles on this issue. The AAUP concluded that no proof had been offered of financial exigency and that new faculty had been hired. President Merle F. Allshouse has conducted a vigorous national campaign against the AAUP—so costly that many members at the annual meeting considered this to be another indication of the falsity of the statement of financial exigency. The *Chronicle of Higher Education* quoted the President as claiming that the AAUP violated due process and subjected him to “innuendos and ad hominem attacks” while Professor David Fellman replied that “The only vicious ad hominem attack which has occurred is the nationwide smear campaign directed by the

college at the members of the ad hoc investigating committee and the leaders of this association.” The Council unanimously voted censure. Meanwhile the local AAUP chapter has acquired from the National Labour Relations Board the right to bargain for the faculty. The AAUP also supported seven legal charges brought by faculty members against the College, thus modifying the Association's long-standing convention against court action while investigation of cases is proceeding. A few days after the Council meeting, Judge Melvin P. Antell dismissed five of the seven charges but ruled that the College must prove its claim of financial exigency in order to justify to the court the legality of its dismissal proceedings. The Judge ruled that the burden of proof lay with the College.

### 104 FACULTY DISMISSED

An even more dramatic case of supposed financial exigency was that of Southern Illinois University at Carbondale. Southern Illinois which has some 19,000 students dismissed 104 faculty and staff of whom 28 were tenured faculty members on the grounds of a decline in student enrollment and a loss of revenue. At the same time the President, David R. Durge, launched a class action suit against six of the dismissed to try to prevent them, and therefore any others, from taking action either in the courts or through the internal university procedures to reverse this decision. Leaders of the AAUP and of the American Federation of Teachers, both of which have membership on the campus, believe that the administration is trying to purge the leadership of their locals. After these events President Durge was forced to resign on account of an administrative scandal in the university. The new Acting President has offered to buy off the faculty members. The representative of the AAUP chapter at Southern Illinois read to the Council a series of headlines from the local newspaper indicating that over a period of a few weeks, the administrative had “found” sums of money varying between \$200,000 and \$2,000,000 to accomplish this end. The AAUP and the AFT are defending their members in the class action suit in the courts. Since Southern Illinois was already cen-

sured by the AAUP, the Council simply demanded that the 104 be reinstated. Committee A on Academic Freedom and Tenure considered that the action of Southern Illinois was much more dangerous than Bloomfield because it abolished tenure *de facto* rather than *de jure* and used the complexities of the multi-university budget to justify it.

### UNIVERSITY FUNDING

There was sharp disagreement on a number of other issues. President Brewster of Yale urged a contingency repayment plan as the best method of ensuring the solvency of the universities. Committee Z on the economic status of the profession supported the proposals of the Carnegie Commission and others to raise fees but offer more and better scholarships. The outgoing President of the AAUP, Walter Adams, and the committee on relations with state and federal governments strongly disagreed and urged that public institutions should maintain low fees. Nor did many people seem very happy with the compromise that state institutions should keep their fees low but that state and federal governments should assist private institutions to keep fees reasonable.

The concern about funding of universities was directly related to the declining financial position of the profession. For the first time the annual salary survey, inaugurated sixteen years ago, revealed that the average income of professors had declined by \$271 while the income of the average American worker increased by \$9 in real terms. The financial status of women faculty members brought sharp divisions. The Council voted to override its committee on the economic status of the profession and to insist that the annual salary survey include questions on salary differentials by sex. The Council, over the objections of the same committee, voted for the principle of equal monthly payouts for men and women in pension plans. It was argued that the entire population should be treated as a unit for pension purposes and not subdivided by sex, particularly since other possible subdivisions such as colour or race would indicate that certain minority groups should get higher payouts than the average because of low life expectancy.

The tensions in the AAUP concerning collective bargaining seem to have largely dissipated. The Association spends about 25% of its budget on collective bargaining and most of the discussion was on questions of technical and practical importance rather than on the merits of collective bargaining. The AAUP also strengthened its constitutional position in regard to associations between itself and its rivals, the NEA and the AFT, making it mandatory for any chapter seeking such arrangements to have the permission of the national office. It was also fairly clear that such permission would not be frequently given. AAUP delegates seemed particularly encouraged by a series of recent election victories over their rivals.

## Milner Memorial Award given to Harry Crowe

# Stand against unjust dismissal honoured by CAUT



Mrs. James B. Milner and Professor A. E. Malloch (left) present the Milner Award scroll to Professor Crowe.

The Milner Memorial Award, granted by the Canadian Association of University Teachers to those who distinguish themselves in the cause of academic freedom was awarded this year to Professor Harry Crowe, retiring dean of Atkinson College, York University. Previous recipients of this award were Professor Percy Smith, Vice President (Academic) Guelph University and Chief Justice Bora Laskin.

The Milner award was given to Professor Crowe in recognition of the courageous stand he took while teaching at the United College in Winnipeg. In presenting the award, the CAUT cited Professor Crowe's decision to resist the unilateral and unjust actions taken by the Board of Governors to dismiss him from his position in 1958.

As a result, the CAUT launched its first investigation of a violation of academic freedom. Professor Crowe's refusal to accept the dismissal ensured that the Canadian academic community would insist that there be no dismissal without the supplying of proper academic reasons and a fair hearing to judge the adequacy of these reasons. The award was presented May 17 in Toronto, where the CAUT held its annual Council meeting.

In accepting the award, Professor Crowe said that academic freedom in Canada is currently being endangered from within the university. He said that while the CAUT and Faculty Associations have been successful in establishing adequate safeguards and procedures, problems for untenured faculty still remain.

"Administrators can work procedures better than the faculty member. Too often the academic community is satisfied if the procedures have been followed, without the same keen insistence that justice has been done, whatever the procedures," he said.

He condemned the "so-called academics" who approved the disruption by the University of Toronto branch of the Students for Democratic Society of a lecture scheduled recently at that university. Professor Edward Banfield was invited by the University of Toronto political scientists to speak on urban problems. Members of the SDS occupied the lecture hall and refused to let Professor Banfield speak. Some faculty members supported this action. Professor Crowe said that it is elementary that academic freedom entails "the right to decide who shall teach," and that this right "must embrace the right of a constituent unit

of a university to invite someone into the university in order to lecture. It is intolerable that either a gang or a government should exercise a veto". He said that those who approved that violent disruption stand in complete contempt of their profession. I.C.

### Cont'd from p. 2 Bargaining

rangements to govern the interests of both parties. Delegates were provided with sample contracts.

### CENSURE

As is customary at the annual meeting, the Executive Secretary and the Chairman of the Academic Freedom and Tenure Committee reported on the progress of the negotiations between the CAUT and the five universities currently under CAUT censure.

Professor Savage said that there have been a series of discussions between the CAUT and the administration at the University of Victoria, and the possibility of a settlement, although not imminent, seems possible.

At Simon Fraser, according to Professor Savage, the local association is currently negotiating with the administration on the establishment of arbitration procedures, but no progress has been made on the actual cases which led to the censure.

The possibility of a rapprochement with the University of Ottawa seems remote, although it was conceivable that a settlement of the Flamand case might emerge.

The problem at the Université du Québec at Montréal has been complicated by the fact that the Faculty Association there has affiliated with the CSN (Centrale des Syndicats Nationaux) a rival union, and the CAUT no longer maintains any official links with that institution.

At Mount Allison University, the procedures for dismissal of tenured faculty with cause, incorporating clauses for joint arbitration and the appointment of an external arbitrator, had been negotiated with the administration, and a settlement of the censure is possible in the forthcoming year, particularly since the President of the university has announced his retirement.

### BUDGET

Finally, in view of the CAUT's proposed expansion into areas requiring a broader financial base, the delegates were asked to approve a budget including a \$2.50 per capita levy. The funds collected through this measure will permit the Association to hire another professional officer to deal with the growing demand for expertise in the area of collective bargaining and establish local offices in the West and in the Maritimes. The original budgetary proposal called for a levy of \$10.00, but after negotiations with some provincial and local associations, that figure was slimmed down to \$2.50. Nevertheless, Professor Epp of Nelson moved the original \$10.00 levy. After much debate this was defeated and the levy of \$2.50 passed.



# New University Legislation in Saskatchewan

The NDP government in Saskatchewan secured the passage of three acts governing university education this spring. The primary purpose of the legislation was to split the University of Saskatchewan into two independent universities by the creation of an independent University of Regina. This in turn necessitated a funding mechanism, and the government thus created a grants commission called the Saskatchewan Universities Commission.

There has been a long history of difficulty and tension between the Regina and Saskatoon campuses of the University. At the same time there has been much controversy over a series of attempts by the Saskatchewan government to restructure higher education. One of the more celebrated of these were the measures introduced by the late Ross Thatcher when he was Liberal premier. These resulted in such a storm that the significant sections were withdrawn.

Last year the NDP government introduced legislation which also had a hostile reception. The government withdrew the legislation and appointed a commission headed by Mr. Justice Emmett Hall. The Hall Commission recommended that there should be an independent university at Regina and that there should be a grants commission.

For the most part the legislation recently passed follows the recommendations of the Hall Commission. The two new entities will be called the University of Regina and the University of Saskatchewan. The actual legislation indicates the prime purpose since little attempt has been made to modernize the legislative base of both institutions. The acts continue the life of such largely ornamental bodies as the senate although real power has been exercised by the general faculties council, the principal and the board. They also continue an old-fashioned view of departmental structures. However, the Minister of Continuing Education, Hon. Gordon MacMurchy has indicated that amendments may come forward next year, particularly if the local universities so desire.

The Saskatchewan Universities Commission is a nine-member board entirely composed of non-university members. The Commission is empowered to hire its own staff and to set up various advisory bodies which will include a business affairs committee, a programme co-ordinating committee to advise on the rationalization of all undergraduate programmes, a graduate studies and research committee and a capital planning and development committee. The Commission is enjoined by statute from interference in the exercise of certain powers by the universities, in particular the for-

mulation and adoption of academic policies and standards, the establishment of standards for admission and graduation, and the selection, appointment and dismissal of staff. Little attempt was made to ensure that the commission would be required by statute to act in an open manner, and CAUT supported the Saskatoon Faculty Association in requesting more openness. The Minister decided to refer that issue to the Commission itself.

There has been a good deal of opposition to the three acts. The Saskatoon Faculty Association favoured the creation of two universities but opposed a number of details. It especially disliked what seemed to be the dismissal of President Spinks by legislation and his replacement by two presidents. Members of the Liberal opposition attacked the legislation but were themselves divided on the subject of an independent university in Regina. The Liberals attacked the removal of President Spinks, and the lack of power given to the Commission to regulate the universities. Opposition Leader Stewart said such commissions were bound to fail as they have elsewhere. John Richards, the only Waffle member of the legislature, indicated that he wanted parity between students, faculty and the public on boards of governors and student-faculty parity in departments. Ken MacLeod (L-Regina Albert Park) on the other hand wished to

clean out the communists and radicals on the Regina campus. John Diefenbaker, the Chancellor of the University of Saskatchewan, attacked the legislation saying that it would increase expenditure and decrease freedom. The Government defended its measures arguing that the new commission would have enough power to plan without intruding on the academic work of the universities.

D.C.S.

## Milner Award given to history student

The J. H. Stewart Reid Memorial Fellowship for 1974-75 has been awarded to Ms. Evelyn Kolish. Ms. Kolish, a Canadian citizen, has completed her M.A. in History at Queen Mary College University of London. She received her B.A. from the University of Toronto.

Ms. Kolish plans to use the funds to pursue doctoral studies in French Canadian history at l'Université de Montréal. Her proposed subject of study is the reaction of the French Canadian population to changes in the laws and legal policies in Québec in the late 18th and early 19th centuries.

The J. H. Stewart Reid Memorial Fellowship has been established through voluntary contribution to honour the memory of the first Executive Secretary of the Association. The Fellowship is a \$2,500 award applied in any discipline in a graduate programme at any Canadian university. It is a one year award given to a candidate who is a Canadian citizen or who has held landed immigrant status for one year prior to the date of application.



(left to right) Professor A. E. Malloch, Professor Donald Savage, Executive Secretary of the CAUT and Professor Alwyn Berland, former Executive Secretary of the CAUT and now Dean of Humanities at McMaster University at a reception held recently in Ottawa in honour of Professor Malloch who is retiring after four years of distinguished service as the Chairman of the CAUT Academic Freedom and Tenure Committee.

# Sections of Ontario Legislation Threat to Privacy

by Israel Cinman

Parts of a bill designed to set up the Ontario Council on University Affairs were criticized recently by the CAUT and OCUFA as threats to the right of privacy.

The annual Council meeting of the Canadian Association of University Teachers, held May 18 and 19 in Toronto, saw representatives from 54 Canadian universities unanimously endorse a statement by the Ontario Confederation of University Faculty Associations concerning Clause 2, Section 4(b) of the proposed legislation.

The section, if approved, would provide the Minister of Colleges and Universities with unlimited power to collect and publish information and statistics the Minister considers "necessary and advisable".

The OCUFA cites the dangers of such unchecked power and demands that no statutory power to collect and/or publish information and statistics pertaining either to universities in Ontario or to any of their faculty, staff or students be assumed by the government of Ontario or any of its ministers.

If these powers are to be used, individuals or institutions should receive statutory guarantees that on written request, complete and accurate disclosures will be made of the nature and substance of all information in government files pertaining to the individual or the institution at the time of the request, and that they have the right to correct errors or omissions and know the source of the information.

It asks that individually identifiable information be statutorily circumscribed by restrictions similar to those governing publication by Statistics Canada.

In a letter addressed to James Auld, Ontario Minister of Colleges and Universities, Professor Donald Savage, Executive Secretary of the CAUT said that the sweeping power to collect information as well as statistics without restriction, was patently unreasonable and provided powers for future ministers who might wish to invade the privacy of faculty members. He stressed that these unlimited powers were specifically given to collect "information" as well as statistics.

Professor Savage expressed the hope that the ministry will introduce amendments to the bill which would ensure the right to privacy along the lines indicated in the OCUFA resolution.

The bill to amend the Colleges and Universities Act would set up a twelve-member Council on University Affairs which would serve as an intermediary

body between the universities and the Ministry of Colleges and Universities, act in an advisory capacity to the Minister and make recommendations on any matters that concern Ontario universities.

When asked what he thought of the OCUFA and the CAUT proposals for the controversial bill, Mr. Auld who made a brief appearance at the CAUT meeting, said that he would like to study and discuss the proposed changes with OCUFA representatives.

Subsequently members of the OCUFA Executive met with the Minister and his staff to discuss some of the clauses in the new legislation which in OCUFA's view should be amended.

On the issue of composition of the Council, OCUFA said that one half of the twelve-member body should come from the university community and should represent students, faculty and the administration. The length of members' service, according to the OCUFA proposal, should be a staggered three year term.

OCUFA would like to see a statutory provision written into the bill making it mandatory for the Council to communicate with the universities at least once a year, saying that in the past the universities were hesitant to talk with the Council for Ontario Universities because that Council was disappointingly ineffectual. And, OCUFA insists that in view of the Council's responsibility, its recommendations be made public.

According to Professor Greg Bennett of OCUFA, the Council's terms of reference are vague and purposely ill-defined, making it necessary to increase OCUFA's lobbying activities. Professor Bennett said, that "the Ontario model may be used to establish similar bodies in other provinces and should be closely studied by faculty outside Ontario."

In other developments, the Ontario Legislative Committee on Supply and Services recently debated the estimates for the Department of Colleges and Universities, and the committee members seemed to be quite sympathetic to the OCUFA and the CAUT positions on the question of confidentiality of information.

In defending his Department's estimates before the Committee, Mr. Auld said, when pressed, that Section 4 (b) of the bill will not be used to obtain personal data. He said that privacy of the individual will be protected, thus indicating that the section of the legislation dealing with gathering of statistics and information will be amended.

## College de Bathurst to become Community College

A report which will serve as a part of the terms of reference for the Maritime Commission on Higher Education recommends that two French speaking institutions in New Brunswick, Collège de Bathurst and Collège Jésus Marie, not be provided with provincial grants after June 1975.

The third part of the report adopted by the New Brunswick cabinet recommends that all university level French education in the province be centralized within the existing structures at the University of Moncton, and the creation of a province-wide system of Community Colleges. Bathurst and Jésus Marie have given indication that they would be willing to integrate themselves into the proposed system.

The recommendations coming out of the report will be used as the basis for activities of the Maritime Commission on Higher Education which, according to its function parameters, is expected to respect the existing structures and the cabinet-adopted recommendations.

According to the report, Bathurst will receive \$483,000 as its operating grant for next year, while Jésus Marie will get \$170,000.

The decision by the government to place the College de Bathurst into the Community College system for 1975 undercuts the claim of the Canadian Union of Public Employees that it represents university professors. CUPE has pointed to the fact that it has a local at a university for some time, citing this as an example of its willingness and ability to represent university faculty. It played down and attacked CAUT's role in collective bargaining, even though the CAUT won a certification battle with CUPE at St. Mary's and, through its affiliated unions, represents the faculty at Manitoba and Notre Dame of Nelson in B.C.



## STATISTICS CANADA REPORT

### Distribution of citizenship of all full-time teachers in Canadian universities 1972-73 (excluding teachers on leave)

	N.	%	1971-72 (%)	1970-71 (%)
CANADA	14,742	64.8	64.1	62.7
United States	3,387	14.9	14.8	14.7
United Kingdom	2,040	8.9	9.3	9.9
Other Commonwealth	726	3.2		
France & Belgium	564	2.5		
Other Europe	720	3.2		
Other Countries	579	2.5	11.8	12.7
Number Sub-total	22,761			
Number Not Reported	3,552		4,299	3,918
TOTAL	26,313		25,722	24,612

### Distribution of citizenship of full-time teachers appointed in 1972 for the academic year 1972-73

	N.	%	1971-72 (%)	1970-71 (%)
CANADA	1,353	59.7	57.8	55.8
United States	408	18.0	19.5	18.6
United Kingdom	201	8.9	8.9	10.5
Other Commonwealth	78	3.4		
France & Belgium	69	3.0		
Other Europe	78	3.4		
Other Countries	81	3.6	13.8	15.1
Number Sub-Total	2,265			
Number Not Reported	522		825	600
TOTAL	2,787		3,495	4,038

No estimate is made for non-respondents or teachers for whom no citizenship is reported. Teachers on leave have also been excluded to establish comparisons with preceding years. The category Other Countries was collapsed in 1970-71 and 1971-72 because of differences in programming.

## Almost 20% Appointed to University jobs U.S. citizens

A slight downward shift in the number of Americans teaching in Canadian universities was recorded in 1972. According to a recent Statistics Canada report, a little less than 20 per cent of full-time teachers appointed to Canada's degree-granting institutions in 1972-73 academic year were Americans.

The percentage of Americans decreased to 18 per cent from 19.5 per cent in the previous academic year, while the percentage for other foreign teachers appointed in 1972 remained almost the same.

Citizens of the United Kingdom formed the second biggest group of foreign teachers. Their number fell to 8.9 per cent, compared with 9.3 per cent the previous year.

According to the Report, almost 60 per cent of all appointments in 1972 were of Canadians, compared with 58 per cent the previous year.

## Vacancies

### AVAILABILITIES

**ENGLISH.** M.A. (linguistics) offers undergraduate composition and language courses with a linguistic basis. Box 98.

**ENGLISH LANGUAGE AND LITERATURE.** Have an M.A., and completing my doctors degree in comparative literature (French and Germanic studies) Interested in a position teaching French language, literature or both combined. Box 94.

**LINGUISTICS.** M. A. would like to teach introductory linguistics, history of English, English as a second language. Box 97.

**MUSIC.** Leader of a symphony orchestra. Highest violin qualification. Received in Budapest, the Academy of Music. Desires teaching position. Box 93.

**SCIENCE EDUCATION.** Ed.D. (science education) from University of Rochester (New York) with experience in science teaching at the elementary and secondary school level, in preservice and inservice education of science teachers, research in the area of science educa-

tion and with administrative experience, seeks position and professor in the area of science education. Box 96.

**SPEECH.** M.A. (linguistics) seeks post in theatre/education/liberal arts where creative Speech program based on phonetics plus verbal dynamics appreciated. Teaching experience in Britain and Canada. Available September. Box 95.

### ADMINISTRATION

**UNIVERSITY OF GUELPH. Agricultural Economics and Extension Education.** Applications are invited for the position of Director, School of Agricultural Economics and Extension Education, Ontario Agricultural College, University of Guelph, Canada. The appointee will be an individual who at the present time is recognized for qualities of leadership and productivity in educational and/or research programs. Applicants should be active in university, government or industrial programs related to agricultural economics, agricultural business, rural development, or extension education. The successful applicant will be responsible for the administration of and for some partic-

ipation in the instruction, research and extension programs of the school. The school offers an undergraduate major in agricultural economics and business, resource economics and rural development, and minors in extension education, agribusiness studies and resource economics. Graduate programs are established at the Master's level in agricultural economics and in extension education, and at the ph.D. level in agricultural economics. There are 27 fulltime faculty positions in the school at the present time. Salary and academic rank will be commensurate with qualifications and experience and will be competitive with similar positions elsewhere. Applications should be made to Dean C. M. Switzer, Chairman of the Selection Committee, with *curriculum vitae*, which should include a review of professional experience, list of published papers, and the names of three referees attached. Closing date for applications is September 1, 1974.

**UNIVERSITY OF GUELPH. Department of Drama.** Chairman of the Department and Professor of Drama. Minimum qualifications, Ph.D. or equivalent and substantial publications. Previous teaching

## Postes vacants

and administrative experience required. Experience in some practical aspects of the theatre highly desirable plus specialization in dramatic literature. Other areas of specialization will be considered. Duties include supervision of the academic program in drama and a teaching lead of two courses in each of the fall and winter semesters. Occasional directing. Salary according to qualifications. Floor salary for full professor \$21,900. Apply to Dean M. H. M. MacKinnon, College of Arts, University of Guelph, Guelph, Ont. N1G 2W1. Duties commence 1st January 1975 or 1st July 1975 or other date by negotiation. Closing date: 30 September 1974.

**UNIVERSITY OF MANITOBA. Department of Sociology.** Department Head, Sociology. Demonstrated scholarship, administrative experience desirable. To administer large department with undergraduate and graduate program, some teaching ordinarily required. Salary and rank open. To start July 1, 1975, or sooner if available. Submit *vita* before December 1, 1974, or nominations before November 1, 1974, to D. J. Lawless, Associate Dean, Faculty of Arts, University of Manitoba, Winnipeg, Man. R3T 2N4.

**THE UNIVERSITY OF MANITOBA. Faculty of Dentistry.** Due to a recently completed departmental reorganization, applications are now invited for the headships of each of the following departments: A. Stomatology (periodontology, oral surgery, oral medicine, oral diagnosis, radiology). B. Oral Biology (biochemistry, physiology, pathology). C. Preventive Dental Science (orthodontics, pediatric dentistry, biostatistics, social and preventive dentistry, dental public health, professional conduct). D. Rehabilitative Dental Science (operative dentistry, fixed partial denture prosthesis, removable and partial removable denture prosthesis, dental materials, endodontics). Rank and salary commensurate with qualifications and experience. Applicants should submit *curriculum vitae*, etc. by September 30, 1974, to the following address Office of the Dean, Faculty of Dentistry, University of Manitoba, 780 Bannatyne Ave., Winnipeg, Man. R3E 0W3.

**UNIVERSITY OF SASKATCHEWAN, SASKATOON CAMPUS. Department of Veterinary Pathology.** Position: Professor and Head of Department of Veterinary Pathology. Professional Qualifications: D.V.M. & Ph.D. or equivalent, e.g. Diplomate ACVP an asset. Duties: Responsible to the Dean for the work of the department. General supervision of the department and, in consultation with tenured members, supervises the quality of, and assigns teaching duties. Is responsible for staff and equipment in the department and for budget preparation and control. Direction of research and service programs of department. Salary: negotiable. Effective date: July 1, 1974 (negotiable). Applications to Dean, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon, Sask. S7N 0W0.

**UNIVERSITY OF TORONTO. Faculty of Dentistry.** Professor and Chairman of the Department of Restorative Dentistry. Applications are invited for the above position. The duties include administrative and academic responsibilities at undergraduate, graduate and postgraduate levels. Salary will be negotiable. Applications in the form of a *curriculum vitae* with the names of three referees should be submitted by August 1st, 1974, to Dr. J. H. P. Main, Chairman of the Search Committee, Faculty of Dentistry, 124 Edward Street, Toronto, Ont., Canada, M5G 1G6.

**THE UNIVERSITY OF WESTERN ONTARIO. Department of Music Education.** Chairman. Qualifications: doctorate with extensive teaching and administrative experience. Duties: administration of department, some undergraduate and graduate teaching. Salary: 1974-1975 floors: Associate Professor \$15,725, Professor \$20,825. Vacancy: July 1, 1974 open until filled. Applications with three referees to: Professor Hugh J. McLean, Dean of the Faculty of Music, The University of Western Ontario, London, N6K 3K7

### ANATOMY

**DALHOUSIE UNIVERSITY. Department of Anatomy.** Applications are invited for two positions in the above department at the rank of associate or assistant professor. An interest in research in the nervous system and an ability to teach gross anatomy would be an advantage. Candidates should forward their *curriculum vitae* together with the names of three referees to Dr. D. G. Gwyn, Head, Department of Anatomy, Dalhousie University, Halifax, Nova Scotia.

### ANIMAL SCIENCE

**UNIVERSITY OF GUELPH. Department of Animal and Poultry Science.** Ph.D. in Animal Breeding with background in statistical genetics. Experienced in data analyses and interested in working with animal industry breeding developments. Responsible for developing a research programme and teaching undergraduate and graduate students. Appointment at Assistant Professor level. Applications accepted to August 31, 1974. Apply to W. D. Morrison, Professor and Chairman, Department of Animal and Poultry Science, Ontario Agricultural College, University of Guelph, Guelph, Ont., Canada N1G 2W1.

### ART HISTORY

**SIR GEORGE WILLIAMS UNIVERSITY. Canadian Art History.** Assistant, Associate, or Full Professor of Canadian Art History. Ph.D. preferred. Teaching and research in an M.F.A. programme in Canadian Art History, area of specialization within the Canadian field is open. Professor A. Pinsky, Acting Chairman, Department of Fine Arts, Sir George Williams University, Montreal, Quebec H3G 1M8. June 1, 1974 or as arranged when position filled.

### BIOCHEMISTRY

**UNIVERSITY OF SASKATCHEWAN, SASKATOON CAMPUS. Biochemist.** A position at the rank of Assistant Pro-

fessor is available in the Department of Biochemistry, College of Medicine, University of Saskatchewan. Applicants must have a Ph.D. and/or M.D. degree and have training and interests in the area of nutritional biochemistry. Duties will include research and teaching of biochemistry and nutrition to undergraduate and graduate students. Effective date of appointment is negotiable. Salary will be commensurate with experience and training. Send *curriculum vitae* and names of three referees to Dr. J. D. Wood, Chairman, Department of Biochemistry, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0

### BIOLOGY

**UNIVERSITY OF GUELPH. Department of Environmental Biology.** Applicants are invited for teaching, research and extension responsibilities at the diploma, undergraduate and graduate level. To conduct research in pests of vegetable, ornamental and greenhouse crops. Provide extension information in areas of research and identify insects sent in by homeowners and others and provide information concerning them. Academic rank will be at the Assistant or Associate level, salary open. Recent Ph.D., preferably with teaching, research or extension experience in applied entomology. Applicants should forward information to Professor F. L. McEwen, Chairman, Department of Environmental Biology, University of Guelph, Guelph, Ont. N1G 2W1.

**UNIVERSITY OF GUELPH. Wildlife Biologist.** Applications are invited from persons with experience in wildlife resource management and research interests in waterfowl, upland game or fur bearer biology. The successful applicant will be expected to contribute to the undergraduate teaching programme and direct graduate research. The position offers an excellent opportunity to develop field and laboratory studies within an established wildlife programme. Salary and position will be commensurate with the qualifications and experience of the successful applicant. Applications must include the names of two referees and should be forwarded to the Chairman, Department of Zoology, College of Biological Science, University of Guelph, Guelph, Ontario, Canada, N1G 2W1 by August 1, 1974.

**LAURENTIAN UNIVERSITY. Department of Biology.** Applications are invited for a faculty position at the rank of Assistant Professor in the Department of Biology. This is a temporary (sessional) appointment, for one year in the first instance. Candidates should possess a doctorate and preferably be bilingual (English and French). A zoologist is being sought to teach vertebrate biology-systematics and embryology to undergraduates. Availability for appointment: 1st September 1974. Closing date for receipt of applications: when a suitable candidate is selected. Replies containing *curriculum vitae*, list of publications and the names of three referees should be forwarded to: Chair-



man, Department of biology, Laurentian University, Sudbury, Ont., Canada, P3E 2C6.

**UNIVERSITY OF NEW BRUNSWICK. Department of Biology.** Applications are invited for a permanent position starting at the assistant professor level. The successful applicant will be expected to resume duties starting not later than September 1, 1974 and preferably as early as July 1, 1974. Qualifications: candidates should have a Ph.D. and preferably some teaching / research experience. Salary: at the Assistant Professor level. Responsibilities: microbiology. To teach a two-term course in microbial infection and immunity mainly to second year science and nursing students and to teach a one-term course in applied microbiology to third and fourth year science students. Applications, including *curriculum vitae* and names of three referees, should be sent to: Dr. M. D. B. Burt, Chairman, Department of Biology, University of New Brunswick, Fredericton, N.B. E3B 5A3.

**UNIVERSITY OF NEW BRUNSWICK. Department of Biology.** Applications are invited for two positions, each of one year duration commencing September 1, 1974 as sabbatical replacements. Qualifications: candidates should have a Ph.D. and, preferable, some teaching experience. Salary: at the assistant professor level. Responsibilities: 1. Zoology (psysiology): to teach a two term course in animal physiology (emphasizing vertebrates) and a one-term course in endocrinology. 2. Genetics: to teach a one-term course in introductory genetics and a one-term course in cytogenetics. Applications including *curriculum vitae* and names of three referees should be sent to Dr. M. D. B. Burt, Chairman, Department of Biology, University of New Brunswick, Fredericton, N.B. E3B 5A3.

**UNIVERSITY OF NEW BRUNSWICK. Department of Biology.** Applications are invited for a permanent position starting at the assistant professor level. The successful applicant will be expected to resume duties starting not later than September 1, 1974 and preferably as early as July 1, 1974. Qualification: candidate should have a Ph.D. and preferably some teaching/research experience. Salary: at the assistant professor level. Major responsibility to assume responsibility for organizing and presenting a new course dealing with biological laboratory techniques to second year students majoring in biology. Applications, including *curriculum vitae* and names of three referees, should be sent to Dr. M. D. B. Burt, Chairman, Department of Biology, University of New Brunswick, Fredericton, N.B. E3B 5A3.

**UNIVERSITY OF NEW BRUNSWICK. Department of Biology.** Applications are invited for a two term, terminal appointment at the assistant professor level, commencing September 1, 1974, replacement for a faculty member on leave of absence. Qualifications: candidate should have a Ph.D. and preferably

some teaching experience. Salary: at the assistant professor level. Responsibilities: Botany (plant pathologist) To teach part of courses dealing with plant pathogens and also to take part in introductory courses in general botany. Applications, including *curriculum vitae* and names of three referees, should be sent to Dr. M. D. B. Burt, Chairman, Department of Biology, University of New Brunswick, Fredericton, N.B. E3B 5A3.

**UNIVERSITY OF NEW BRUNSWICK. Department of Biology.** Instructors in Biology. Applications are invited for three renewable academic positions of instructor in biology. The minimum qualifications required are a bachelor of science or arts degree majoring with good standing in biology. Candidates with an M.Sc. or other higher degree and some teaching experience will be preferred. 1. Instructor in general biology. To prepare (with assistance, and in consultation with faculty) and supervise, laboratory classes in a large introductory biology course (Biology 1000) which embraces experimental and observational laboratories introducing the whole breadth of Biology. 2. Instructor in microbiology. Primarily, to instruct in the laboratory component of a course in general microbiology, and to assume considerable responsibility in supervising and guiding the support technician. 3. Instructor in experimental and laboratory techniques. Primarily, to instruct in a new second year course on experimental and laboratory techniques in biology, that is given in both terms of the academic year, and to assume considerable responsibility in supervising the support technician. Salary will be based on qualifications and experience. Appointments will be effective from July 1, 1974. Applications, with *curriculum vitae* and the names of three referees should be sent, as soon as possible, to Chairman of Search Committee, Department of Biology, University of New Brunswick, Fredericton, N.B. E3B 5A3.

**UNIVERSITY OF WINDSOR. Department of Biology.** Molecular biologist for appointment to Associate to Full Professor. Possible areas of teaching involvement would be from among cell physiology, molecular biology, microbial physiology, microbial genetics or microbial development. The successful candidate is expected to pursue active research and graduate training in the field of cell regulation mechanisms especially as they relate to cell differentiation. Established reputation in the research area described is essential. Send *curriculum vitae*, copies of reprints and names of three colleagues who may be used for recommendation to Dr. H. D. McCurdy, Head, Department of Biology, University of Windsor, Windsor, Ont. N9B 3P4.

**UNIVERSITY OF WINDSOR. Department of Biology.** Immunologist for appointment to Assistant to Associate Professor. Salary dependent upon qualifications. To teach introductory and advanced courses in immunology and participate in undergraduate micro-

biology teaching. The successful candidate is expected to pursue active research and graduate training in the field of immunology with emphasis on the cellular mechanism of the immune response. Qualifications are Ph.D. with some post-doctoral experience desirable. Send *curriculum vitae*, copies of reprints and names of three colleagues who may be used for recommendations, to Dr. H. D. McCurdy, Head, Department of Biology, University of Windsor, Windsor, Ont. N9B 3P4.

**UNIVERSITY OF WINDSOR. Department of Biology.** Lecturer. To coordinate the laboratory portion of an introductory audio-tutorial course in Biology and to teach an introductory course in anatomy and physiology to nursing students. Qualifications are M.Sc. or Honours B.Sc. with some teaching experience desirable. Minimum salary, \$10,250. Send *curriculum vitae*, copies of reprints and names of three colleagues who may be used for recommendations to Dr. H. D. McCurdy, Head, Department of Biology, University of Windsor, Windsor, Ont. N9B 3P4.

**UNIVERSITY OF WINDSOR. Department of Biology.** Post-Doctoral Fellow or Research Associate. Microbiologist or biochemist with interest in polysaccharide chemistry, ultrastructure or cell regulation mechanisms for research on prokaryotic developmental systems (myxobacteria and blue greens). Salary \$8,500 with possible teaching supplement. To apply send *curriculum vitae*, copies of reprints and names of three referees to Dr. H. D. McCurdy, Head, Department of Biology, University of Windsor, Windsor, Ont. N9B 3P4.

## BIOMEDICAL ENGINEERING

**UNIVERSITY OF TORONTO. Institute of Biomedical Engineering.** Director. Applications are invited for the above position in Ontario, Canada. The applicant should have distinction as an investigator in the biological engineering field, with academic experience leadership, and administrative ability. The director of the institute will also be appointed to appropriate departments of engineering and medicine. The institute is an interdisciplinary group consisting of 10 academic staff, 40 graduate students, 6 support staff, and 35 associated members. It was founded in 1962, and since then, has contributed greatly to the fields of biomedical engineering and medicine. All its academic members hold appointments in one or more faculties of the university, and participate in teaching (both graduate and undergraduate) and in research. Nominations and applications should be directed to the Chairman of the Search Committee, Professor B. Etkin, Faculty of Applied Science and Engineering, University of Toronto, Toronto, Ont., Canada.

## BOTANY

**THE UNIVERSITY OF ALBERTA. Department of Botany.** Applications are invited for the position of sessional lecturer, 24 month appointment com-



mencing August 15, 1974 (or sooner if possible). Responsibilities include teaching and coordinating in the environmental section of the introductory biology program. Qualifications: Ph.D. in plant ecology. Salary: \$12,500. Applications including *curriculum vitae* and the names of three persons whom you have asked to supply references should be sent, by July 1st, to Dr. M. Hickman, Chairman, Search Committee, Department of Botany, The University of Alberta, Edmonton, Alta. T6G 2E1.

## CHEMISTRY

UNIVERSITY OF NEW BRUNSWICK. **Department of Chemistry.** Will make an appointment at the Assistant Professor level, effective July 1, 1974 at the earliest. Duties will involve the teaching of general and physical chemistry courses in the undergraduate programme, and supervision of graduate students in M.Sc. and Ph.D. programmes. Research interests of the applicant should be compatible with the present interests of the Department and might include, for example, the fields of electrochemistry, nmr-esr spectroscopy, mechanisms of reactions in solution. Applications, together with a research proposal, should be sent to Chairman, Department of Chemistry, University of New Brunswick, Fredericton, N.B. E3B 5A3.

## COMMERCE

ALGOMA COLLEGE. **Department of Commerce.** Commerce Department requires lecturer or Assistant Professor for probationary appointment, with an M.B.A. and teaching experience, to teach undergraduate courses in commerce. Salary to be negotiated. Apply to Professor F. R. Guth, Algoma University College, Sault Ste. Marie, Ont. P6A 2G4. Effective date of appointment is July 1, 1974 (or later). Closing date of receipt of applications when position filled.

## COMPUTER SCIENCE

MEMORIAL UNIVERSITY. **Computer Science.** Memorial University of Newfoundland, Department of Mathematics. Two positions. The first position of Assistant or Associate Professor should be filled by January 1, 1975. Requirements are a Ph.D. The second position of Associate Professor or higher should be filled by September 1, 1975. The closing date for applications for the second position is January 1, 1975. Both positions are in teaching and conducting research. Applicants for the second position should be capable of leading in the development of Computer Science at Memorial. Enquiries should be directed to Professor W. J. Blundon, Head, Department of Mathematics, Memorial University of Newfoundland, St. John's, Nfld., Canada.

## DENTISTRY

MCGILL UNIVERSITY. **Faculty of Dentistry.** Two full time restorative dentistry positions are available as of June 1st,

1974. Qualifications required — position I. Private practice experience with emphasis on Preventive, Operative and Fixed Prosthetic procedures. Teaching experience: part-time or full-time, desirable. Graduate training and the ability to teach at both the undergraduate and graduate level is preferred. Qualifications required — position II. Private practice experience with emphasis on preventive, operative and fixed or removable prosthetic procedures. Evidence of the effective utilization of a wide range of dental auxiliary personnel is essential. Graduate training in operative or prosthodontic procedures is desirable, but not a pre-requisite. Salary for either position dependent on qualifications and experience. Letters of application, with *curriculum vitae*, should be sent to the chairman of the search committee: Dr. E. R. Ambrose, Faculty of Dentistry, McGill University, P.O. Box 6070, Station A, Montreal, Quebec H3C 3G1. All replies confidential.

## DRAMA

THE UNIVERSITY OF CALGARY. **Department of Drama.** Instructor, Stage and Costume Design (emphasis: costume design and practical experience), teaching introductory and advanced undergraduate courses; one additional related area of competency required; submit portfolio and three referees with letter of application; commences September 1, 1974; current annual salary rate for instructors commence at \$10,225. Apply Head, Department of Drama, the University of Calgary, Calgary, Alta. T2N 1N4.

THE UNIVERSITY OF CALGARY. **Department of Drama.** Instructor of Drama, specializing in educational drama, plus a related subject; production-oriented curriculum; professionally equipped theatre facilities; faculty of 15 plus part-time faculty and support staff; apply The Head, Department of Drama, University of Calgary, Calgary, Alta. T2N 1N4. Minimum salary: \$10,224, commencing September 1, 1974.

UNIVERSITY OF WATERLOO. **Division of Drama.** Applications are invited for a probable vacancy in the Drama Division. This would be a one year, definite term appointment at the instructor or lecturer level. The applicant should be able to teach a range of courses at the undergraduate level, academic as well as practical (with the exceptions of technical theatre, design and costuming), but should have a special interest in acting and/or directing. Appointment to commence July 1st or September 1st. *Curriculum vitae* and names and addresses of three references to be sent to Dr. W. R. Chadwick, Division of Drama, University of Waterloo, Waterloo, Ont.

## ECONOMICS

ALGOMA UNIVERSITY COLLEGE. **Department of Economics.** Lecturer or Assistant Professor M.B.A. Undergraduate teaching in commerce and accounting subjects. Minimum: Lecturer \$10,300,

Assistant Professor \$12,450. Francis R. Guth, Acting Principal, Algoma University College, Sault Ste. Marie, Ont. July 1, 1974 or when position filled.

## EDUCATION

THE UNIVERSITY OF WESTERN ONTARIO. **Department of Philosophy of Education.** Applications are invited for a position as Lecturer or Assistant Professor in Philosophy of Education. Preference will be given to a candidate who holds a Ph.D. or equivalent, who has some experience in elementary or secondary school teaching and whose interests are in two of the following: logic and philosophy of mathematics, philosophy of language, existentialism and phenomenology, aesthetics and education. Send *curriculum vitae* to Chairman, Philosophy Department, Faculty of Education, Althouse College, 1137 Western Road, London, Ont.

## ENGLISH

ST. FRANCIS XAVIER UNIVERSITY. **Department of English.** An appointment of an Assistant or Associate Professor will be made, duties to begin September 1, 1974. An appointment at the senior level is preferred and a suitable salary may be negotiated. The candidate must have a Ph.D., successful teaching experience and publication in his or her main area of interest. A specialist in American literature will be preferred but applications are invited from scholars with special interests in eighteenth or seventeenth century literature. Send details and names of referees to Chairman, English Dept., St. Francis Xavier University, Antigonish, N.S.

ALGOMA UNIVERSITY COLLEGE. **Department of English.** English Department requires instructor (Ph.D. preferred) with teaching experience to teach undergraduate courses in areas of Spencer, Milton and eighteenth century. This is a one year terminal appointment, salary to be negotiated. Apply to Professor F. R. Guth, Acting Principal, Algoma University College, Sault Ste. Marie, Ont. P6A 2G4. Effective date of appointment July 1, 1974 (or later). Closing date of receipt of applications when position filled.

## FRENCH

ST. FRANCIS XAVIER UNIVERSITY, SYDNEY CAMPUS. **Department of French.** Applications are invited for an Associate Professor. The Ph.D. or equivalent is required. Duties will include teaching French. Capability of teaching Introductory Linguistics and German an asset. The salary, \$11,300 upwards, dependent on rank and qualifications. Write: Mr. Bernard LeVert, Acting Chairman, French Department, St. Francis Xavier University, Sydney Campus, P.O. Box 760, Sydney, Nova Scotia, including transcripts, *curriculum vitae* and names and addresses of three references. Duties begin September 1, 1974. Applications will be received until the position is filled.



## FELLOWSHIPS

**MEMORIAL UNIVERSITY. Economists/Geographers.** Applications are invited for a Fellowship or Fellowships tenable at any level up to Post-doctoral, for research on a topic related to off-shore petroleum/gas exploitation. The interest of the institute is focussed on the social and economic life of Newfoundland and its region. Applications to: Secretary, Institute of Social & Economic Research, Memorial University of Newfoundland, St. John's, Nfld. A1C 5S7.

**UNIVERSITY OF SASKATCHEWAN, SASKATOON CAMPUS. Department of Educational Psychology.** Position: Post-Doctoral Fellow. Academic Qualifications: Ph.D. with specialization in learning and/or perception and reasonable competency in statistical analyses. Responsibilities: plan and conduct independent research studies in the area of human-learning and perception and to collaborate in research with two other faculty members. Stipend: \$8,000 with a possibility of earning an additional \$2,000 from other sources. Apply to Dr. B. S. Randhawa, Director of Research, College of Education, University of Saskatchewan, Saskatoon, Sask. Duties to commence September 1, 1974. Apply before July 15, 1974.

## GEOGRAPHY

**UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS. Department of Geography.** Applications are invited for an instructor to replace a faculty member on leave. The appointment is at the rank of special lecturer and is for the academic term only (September to April). Duties: to teach four undergraduate courses: Fall semester (September to December 1974) — biogeography, problems of the Canadian prairies. Winter semester (January to April 1975) — Canada (regional), physical geography. Salary: according to qualifications and experience. Address applications with *curriculum vitae* and the names of three references to Dean, Faculty of Arts and Science, University of Saskatchewan, Regina Campus, Regina, Sask. S4S 0A2.

## GEOLOGICAL SCIENCE

**THE UNIVERSITY OF BRITISH COLUMBIA. Department of Geological Sciences:** Permanent position in mineral deposits geology, rank and salary open, from July 1st or as soon after as possible in 1974. The successful candidate will show ability to teach, instruct and inspire graduates and undergraduates interested in careers in mineral exploration, and will assist their interaction with industry by maintaining close contact with the mineral exploration fraternity. He will be an economic geologist with related experience and a Ph.D. degree. He will conduct and supervise research on the genesis and distribution of mineral deposits. Apply, with *curriculum vitae* and the names of three referees, to Dr. H. R. Wynn-Edwards, Head of the Department of Geological Sciences, University of British Columbia, Vancouver 8, B.C.

## LAW

**CARLETON UNIVERSITY. Teaching Positions in the Department of Law.** Applications are invited for one-year term appointment, and one continuing appointment to commence no later than September 15, 1974. Candidates should at least be in the process of completing studies in law at the master's level or possess equivalent experience in the practice of law. A number of courses in the commercial law field are open. The appointments are at the rank of assistant professor and salary is negotiable. Applications should be addressed to J. A. MacKenzie, Chairman, Department of Law, Carleton University, Ottawa, Canada K1S 5B6 and should contain a *curriculum vitae* together with the names of three referees. The deadline is July 15, 1974.

## LIBRARY SCIENCE

**UNIVERSITY OF GUELPH. General Librarian.** General Librarian, for reference assignments in a subject divisional library. Degree from an accredited library school, preferably MLS, plus a master's or honours bachelor's degree in a science field. Interest in non-print materials an asset. Salary commensurate with qualifications and experience. Position to be filled September 1, 1974, or earlier. Applications should be addressed to Miss M. D. Cameron, Assistant Librarian for Personnel, the Library, University of Guelph, Guelph, Ont. N1G 2W1.

## MATHEMATICS

**THE UNIVERSITY OF ALBERTA. Department of Mathematics.** Visiting Assistant Professor with the possibility of becoming tenurable. Ph.D. in Statistics with research potential and teaching ability. Salary \$13,125-\$13,700. Effective date of appointment August 1, 1974. Further information available from A. Meir, Acting Chairman, Department of Mathematics, The University of Alberta, Edmonton, Alta. T6G 2G1.

## MEDICAL RESEARCH

**UNIVERSITY OF TORONTO. Department of Medical Research.** Applications and nominations are invited for a faculty position at the rank of Associate or Full Professor to start on or prior to July 1, 1975. The applicant's area of research should be related to the molecular aspects of animal cell differentiation. Exceptional junior candidates may also be considered. Salary negotiable and commensurate with rank. Send *curriculum vitae* to Dr. Alan G. Goodridge, Search Committee Chairman, Banting and Best Department of Medical Research, University of Toronto, 112 College Street, Toronto, Ont. M5G 1L6.

## MEDICAL STATISTICIAN

**QUEEN'S UNIVERSITY. Department of Community Health & Epidemiology.** Applications are invited for the position of Statistician (Junior), preferably with

experience in medical field, for Health Services Research Unit. Sessional appointment. Opportunities for further graduate training. Applicants should submit *curriculum vitae* as soon as possible to Department of Community Health & Epidemiology, Queen's University, Kingston, Ontario. K7L 2N6

## MUSIC

**UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS. Department of Music.** Choral music position. Teaching will include music theory, and (hopefully) organ. Minimum qualifications: Master's degree, preferably in choral conducting; choral experience. Duties will include conducting the 80-voice university concert choir, a class in second-year music theory, a choral-vocal techniques class and 3-4 organ students. Appointment effective July 1, 1974; in the first instance for one year. Application should include a *curriculum vitae* and a recent photo, as well as three letters of reference (sent directly from the referee). Tapes of choral works would be helpful. Send materials: Dean R. Robinson, Faculty of Arts and Science, University of Saskatchewan, Regina Campus, Regina, Sask. S4S 0A2.

**UNIVERSITY OF WINDSOR. Department of Music.** Position available — Piano, appointment effective September 1, 1974 or sooner. Duties: serve as principal piano teacher in growing department, teach related courses (piano literature, chamber music, etc.) where necessary, work with other piano teachers in the Windsor area on questions of mutual concern as the need arises. Qualifications: doctorate preferred, will consider strong candidate with masters work completed, successful teaching and performing experience essential. Rank and salary: negotiable in accordance with qualifications and experience. Application deadline: until an appointment is made. The University of Windsor is located in a city of 200,000 geographically adjacent to Metropolitan Detroit. There are about 5,000 students. The Music Department offers a four year Bachelor of Music degree in theory & history, in school music and in applied music, and also a three year Bachelor of Musical Arts degree. Address applications, enquiries and recommendations to Dr. Paul McIntyre, Head, Department of Music, University of Windsor, Windsor, Ont. N9B 3P4.

## NUTRITION

**UNIVERSITY OF GUELPH. Department of Nutrition.** Assistant professor in nutrition, contractually limited to one year. Ph.D. required, interest in nutrition or nutritional biochemistry desirable. Duties include teaching of nutrition and biology at undergraduate level. Personal research encouraged. Salary minimum \$12,350 with adjustment to take place July 1, 1974. Appointment effective June 1, 1974. Apply to Dr. S. J. Slinger, Chairman, Department of Nutrition, University of Guelph, Guelph, Ont. N1G 2W1.

## OPTOMETRY

UNIVERSITY OF WATERLOO. **School of Optometry.** Applications are invited for the position of Director of the School of Optometry. The appointment is normally for a period of three years with the possibility of renewal. The salary will be appropriate to the qualifications of the appointee. Applications should be sent to Dr. W. B. Pearson, Dean of Science, University of Waterloo, Waterloo, Ont. N2L 3G1, before July 15, 1974.

## PHILOSOPHY

ALGOMA UNIVERSITY COLLEGE. **Department of Philosophy.** Lecturer or Assistant Professor (1 year terminal appointment). Ph.D. or Ph.D. in process, undergraduate teaching experience. Teaching undergraduate courses: Introduction to Philosophy, Aesthetics, and Post Kantian Modern Philosophy. To be negotiated. 1973-74 Lecturer base \$10,300, Assistant Professor base \$12,450. Dr. Lloyd Bannerman, Department of Philosophy, Algoma University College, Sault Ste. Marie, Ont. P6A 2G4. July 1, 1974 (or later by arrangement). When position filled.

MOUNT SAINT VINCENT UNIVERSITY. **Department of Philosophy.** Applications are invited for a two-year term appointment to teach undergraduate philosophy commencing September, 1974 (contract effective July 1, 1974 or anytime thereafter); Ph.D. required; experience preferred; salary dependent upon qualifications. Apply to Dr. Pierre Payer, Mount Saint Vincent University, Halifax, N.S. B3M 2J6.

## PHYSIOLOGY

MCGILL UNIVERSITY. **Department of Physiology.** Applications are invited for a two year appointment at the Assistant or Associate Professor level for a biologist-physiologist with strong biomathematical interests in the Department of Physiology starting 1 September 1974. The department hopes to be able to extend the appointment. Responsibilities include teaching undergraduate and graduate level Science courses. Send applications with *curriculum vitae* and names of 3 references to Ms. Maria Olejar, Department of Physiology, McGill University, 3655 Drummond Street, Montreal, Quebec H3G 1Y6.

## PSYCHOLOGY

LAKEHEAD UNIVERSITY. **Department of Psychology.** One appointment as Assistant or Associate Professor, Ph.D. To teach graduate and undergraduate courses, develop own substantive research area in human experimental. Appointment July 1, 1974, salary negotiable. Write Mr. D. E. Ayre, Secretary of the University, Lakehead University, Thunder Bay "P", Ont.

UNIVERSITY OF SASKATCHEWAN, SASKATOON CAMPUS. **Department of Psychology.** Two positions: 1) Assistant Professor in clinical/applied area. Ph.D. and internship required. 2) 1 or 2 year term appointment at Assistant Professor level in any of the following areas: de-

velopmental, personality, social, abnormal or clinical. Salary commensurate with qualifications. Opportunity for research, graduate and undergraduate teaching, supervision of student research and practica. Applicants should have their *vitae* and three letters of reference sent to Dr. Robert Zemore, Chairman, Recruitment Committee, Department of Psychology, University of Saskatchewan, Saskatoon, Sask. S7N 0W0.

## POLITICAL SCIENCE

YORK UNIVERSITY. **Department of Political Science.** Applications are invited for a senior continuing appointment in international relations (Associate or Full Professor) effective July 1, 1974. Enquiries: Chairman, Department of Political Science, 4700 Keele Street, Downsview, Ont. M3J 1P3.

## SOCIAL WORK

UNIVERSITY OF BRITISH COLUMBIA. **School of Social Work.** The school expects to make one to three faculty appointments, effective July 1, 1974, or 1975. Rank and salary will be dependent on qualifications and experience. The school is starting a BSW program in September, 1974, is expanding its course offerings in continuing education, and has plans for an innovative MSW program for persons with the BSW degree to begin in the fall of 1976. Planning for a DSW program is also well advanced; and the school is particularly interested in persons with clear research interests and competence in research methodology. Enquiries and applications, including *curriculum vitae* and names and addresses of three references, to be sent to Dr. George M. Hougham, Director, School of Social Work, The University of British Columbia, 2075 Wesbrook Place, Vancouver, B.C. V6T 1W5.

## SOCIOLOGY

ALGOMA UNIVERSITY COLLEGE. **Department of Sociology.** Algoma University College invites applications for a one year replacement position in the Department of Sociology. Areas to be covered include research methods, sociology of power and economic life. Salary and rank according to qualifications. Send *curriculum vitae*, transcript of highest degree and three letters of reference to Dr. Hassan Gardezi, Secretary, Department of Sociology, Algoma University College, Sault Ste. Marie, Ont.

YORK UNIVERSITY. **Department of Sociology.** Notice of teaching position. One-year sessional or visiting appointment available in Department of Sociology, Glendon College, York University, beginning July 1, 1974. Salary range about \$10,000 - \$13,500; 9-hour teaching load with ideal faculty-student ratio. Applications will be accepted from sociologists or social anthropologists. Candidates expected to devote 3 hours to 1st-year level course in Canadian Society; remaining hours may be given to more advanced courses. Competence in

French and knowledge of French-Canadian society recommended. Canadian citizenship will be considered by some members of department. Address inquiries to Search Committee, Department of Sociology, Glendon College, York University, 2275 Bayview Avenue, Toronto, Ont. M4N 3M6.

YORK UNIVERSITY. **Department of Sociology and Anthropology.** Applications are invited for: Assistant or Associate Professor starting July 1, 1974 or July 1, 1975. Ph.D. required plus some teaching and research experience. Salary and rank commensurate with qualifications and experience. Teaching of undergraduate and graduate courses. Priorities will be given to someone with a social psychology/experimental sociology orientation interested in doing laboratory research and supervising graduate students. Other areas of specialization are open. Please send *curriculum vitae* and application to J. G. Craig, Acting Chairman, Department of Sociology and Anthropology, York University, 4700 Keele Street, Downsview, Ont. M3J 1P3.

## THE WESTERN ONTARIO CONSERVATORY OF MUSIC

invites applications for the position of Principal (\$10,000-12,000), duties to commence 1 July 1974. The Conservatory works in academic cooperation with the Faculty of Music of The University of Western Ontario, the largest music faculty in Canada, and occupies premises in the University's Talbot College.

The Conservatory conducts examinations in keyboard and other instruments, voice and theory, and grants the Associate diploma (A.Mus.) and Licentiate diploma (L.Mus.). It has recently revised its syllabus and graded examinations, and is also active in conducting workshops for the teachers in the Province of Ontario.

The Board of Directors is looking for a young man who has a good Conservatory or University education and who possesses the imagination and initiative to move the Conservatory into a more active teaching role in association with the Faculty of Music.

Please send details of career and the names of three referees to: Professor Hugh J. McLean, Dean, Faculty of Music, The University of Western Ontario, London, Ontario, Canada. N6A 3K7





cause commune avec les associations de professeurs d'université. Le Bureau de l'ACPU propose une affectation de crédits en 1974-75 en vue d'examiner les moyens de collaboration. Les activités communes qu'il pourra y avoir au cours de la prochaine année s'exerceront en marge des structures officielles (par exemple au moyen d'échanges d'invités aux réunions), mais ce nouveau secteur d'activité permet aussi d'envisager de nouvelles transformations de structures. On peut se demander par exemple si nous aurons un jour une organisation centrale qui chapeauterait des structures parallèles pour les collèges d'une part et pour les universités d'autre part.

Dans l'ensemble, les modifications apportées récemment aux règlements de l'ACPU ont donné de bons résultats. Mais ils ont eu aussi des inconvénients, dont le plus important est la réduction du nombre de réunions du Conseil à une par année, réduction qui a sensiblement diminué la continuité et la participation directe des associations locales. Quoi qu'il en soit, je ne crois pas que l'année soit bien choisie pour affecter encart \$20,000 à la convocation d'une seconde réunion du Conseil.

Voilà qui résume notre réaction au phénomène des confédérations provinciales.

### Nouvelles Structures

Nous assistons toutefois à l'apparition de nouvelles situations au niveau des gouvernements, et de nouvelles fonctions au sein de l'ACPU. Je pense donc qu'il nous faudra modifier encore nos structures. Vous avez devant vous les propositions relatives à l'expansion des activités de l'ACPU dans les régions. J'espère qu'au cours de la prochaine année, nous pourrions examiner sérieusement certaines questions que nos projets d'expansion ne manqueront pas de soulever, et j'espère aussi qu'à la prochaine réunion du Conseil, nous serons en mesure de proposer des modifications de structures si celles-ci paraissent nécessaires.

Dans quatre provinces au moins les confédérations bénéficieront peut-être au cours de la prochaine année des services de spécialistes à plein temps; deux de ces permanents recevront une partie de leur salaire de l'ACPU, et assureront la décentralisation des bureaux de l'ACPU. La FAPUQ et l'OCUFA ont déjà leurs propres permanents. Une question intéressante qui se pose, c'est celle de savoir si tous les permanents devraient avoir droit de faire partie des délibérations provinciales auprès du Bureau. Je pense que ce droit devrait leur être accordé si les confédérations le souhaitent, car la présence de ces spécialistes enrichirait les délibérations et y apporterait un élément de continuité. Par ailleurs, il faudra songer à l'influence que pourraient exercer onze secrétaires généraux sur un conseil de 26 membres, et aux complications qui pourraient survenir du fait que certains permanents sont employés à temps plein ou à temps partiel par l'ACPU, tandis que d'autres sont entièrement au service d'une confédération provinciale.

Il faudra aussi recourir à de nouvelles formules pour les cas où un agent d'organisation syndicale de l'ACPU sur le terrain travaille à temps partiel comme agent d'une organisation provinciale. Lorsque la charge de travail deviendra suffisante pour justifier l'emploi de deux personnes distinctes (logées dans le même bureau), le problème se résoudra de lui-même en grande partie. Entre-temps, on ferait bien de surveiller de près les situations de ce genre, car elles pourraient offrir un modèle pour la solution d'un problème toujours présent: un certain isolationnisme des principales organisations provinciales. Un incident récent illustre cet isolationnisme. Par pure inadvertance, semble-t-il, une organisation provinciale accueillait récemment comme invité de marque à une réunion publique un administrateur représentant une université frappée de censure dans la même province. L'incident, peut-être mineur en soi, n'en illustre pas moins un problème qui pourrait devenir très sérieux. Je proposerais donc à votre réflexion une autre modification de nos statuts, pour permettre de nommer le plus tôt possible un agent de liaison de l'ACPU auprès de chacun des secrétariats provinciaux. Cet agent devrait évidemment posséder une spécialisation choisie en fonction des besoins des membres de la confédération provinciale. Cette formule serait, tout au moins intéressante à étudier.

### Réactions aux Gouvernements

Au cours de la prochaine année, nous devons peut-être

nous demander si nos structures fédérales à trois niveaux (local, provincial et fédéral) peuvent répondre à tous nos besoins.

Pour citer un récent rapport du Conseil économique de l'Ontario:

Il s'est produit ces dernières années, dans les relations intergouvernementales canadiennes, un phénomène peu remarqué: la tenue de réunions officielles ou officieuses des divers gouvernements provinciaux en vue de l'étude de diverses questions particulières ou générales sans la présence du gouvernement fédéral. On ne semble guère vouloir faire de publicité autour de ces rencontres, qui suscitent d'ailleurs peu d'intérêt dans le monde universitaire ou dans la presse. 1

Les ministres provinciaux de l'éducation se réunissent dans les Maritimes et les provinces de l'Ouest. Des ministres de ces mêmes régions se réunissent pour étudier des questions particulières, par exemple les études universitaires supérieures et la télévision éducative.

Il se peut que ni notre secrétariat d'Ottawa, ni les secrétariats qui existent dans les provinces ne nous offrent les mécanismes voulus pour que nous puissions réagir sans délai à ces activités de coordination des gouvernements. Peut-être devons-nous créer des mécanismes parallèles, comme nous le faisons déjà dans le cas de nos comités mixtes régionaux pour la télévision éducative.

Quelles conséquences devons-nous tirer, par ailleurs, d'une nouvelle dimension du fédéralisme canadien: les réunions tenues par le Conseil des ministres des dix provinces sur des questions comme la politique en matière de recherche. Il fut un temps où les réunions du Conseil des Ministres étaient des manifestations mondaines bien anodines. Ce n'est plus le cas. Vous savez peut-être que certains documents qu'on a distribués récemment au Conseil des ministres proposaient aux gouvernements provinciaux des mesures effrayables pour restreindre la recherche universitaire. Devant l'intensité des réactions, on semble avoir retiré ces propositions, du moins momentanément.

Mais il n'y avait eu aucune consultation avec les représentants des chercheurs des universités avant que la question soit abordée par le Conseil des ministres. L'ACPU ayant protesté contre ce manque de consultation, certains ministres ont promis de consulter à l'avenir, tandis que d'autres n'ont rien promis. Ici comme ailleurs, nous devons nous demander si les anciennes structures de l'ACPU sont adaptées aux réalités nouvelles.

J'en ai sans doute assez dit pour faire ressortir que nous devons étudier l'an prochain des questions d'organisation et de statuts. Je me dispenserai donc de parler de certaines autres questions, comme le pour et le contre d'une association des bibliothécaires dans le cadre de l'ACPU, l'épineux problème de savoir quoi faire si certains groupes professionnels comme les avocats réussissent jamais à se faire exclure des unités de négociation dans le cas où une association obtiendrait l'accréditation syndicale.

### Expansion

Quelles que soient les nouvelles formules que nous inventerons, nous aurons besoin des services de spécialistes, et donc d'argent. A la fin de la réunion du Conseil, cet après-midi, vous serez saisis d'une très modeste proposition d'expansion pour la prochaine année. Au cours de celle-ci, il nous faudra préparer non seulement des transformations de structures, mais des dispositions budgétaires à long terme, conçues pour financer ces transformations.

Les feuilles de cotisations préparées pour le Conseil par Georges Frappier indiquent que si l'on fait le total des cotisations recueillies par les associations locales, les associations provinciales et l'ACPU, on relève des disparités étonnantes à travers le pays. Certains professeurs payent des cotisations presque deux fois plus élevées que d'autres professeurs du même rang, et je ne crois pas que ce soit par accident que certaines universités où le total des cotisations recueillies est très faible ont une forte incidence de causes très coûteuses à défendre en matière de permanence. J'ai demandé à Vic Sim de préparer un tableau des causes

1. Joe Martin, *The Role and Place of Ontario in the Canadian Confederation, The Evolution of Policy in Contemporary Ontario*, No. 4, (Ontario Economic Council, January 1974), p. 57.

à l'intention de ceux d'entre vous qui aimeraient à vérifier ma nouvelle loi, à savoir que le nombre de causes nécessitant l'intervention du Comité de la liberté universitaire et de la permanence varie en fonction inverse du total des cotisations recueillies.

A bord des avions qui vous ramèneront chez-vous, je vous invite à essayer d'inventer une formule équitable de cotisations. Veuillez nous communiquer vos idées. Vous pouvez vous demander par exemple si les professeurs qui demandent beaucoup à l'organisation centrale parce que leurs cotisations aux associations locales et provinciales sont insuffisantes ne devraient pas payer davantage à l'ACPU. Autrement dit, la cotisation globale ne devrait-elle pas être la même pour tous les professeurs de même rang?

J'ajouterai que notre association est vraisemblablement la seule au Canada qui ait pu faire appel à un aussi vaste éventail de spécialistes recrutés parmi ses propres membres. Des services brillants et dévoués nous sont libéralement prodigués depuis vingt-cinq ans, et j'espère qu'il en sera de même pendant les vingt-cinq prochaines années. Nous devons cependant prendre garde d'abuser de ce groupe relativement restreint de nos membres. Nous devrions en

toute décence être disposés à payer pour bien des choses que nous avons quêtées jusqu'ici, et nous avons besoin par surcroît d'intensifier notre activité. Cela doit se payer, et le jour viendra peut-être où nous devons payer autant que les instituteurs ou les acteurs ou les dentistes pour faire fonctionner nos associations professionnelles.

Une dernière raison qui devrait nous réconcilier avec la nécessité de payer pour les services dont nous aurons besoin dans l'avenir, c'est que cela nous permettra peut-être d'alléger la tâche de nos permanents, que nous nous trouvons à exploiter à l'heure actuelle. Depuis des semaines et des semaines, le secrétaire général n'a pas eu une seule journée où il était complètement libre de l'ACPU; il n'a probablement pas eu une seule fin de semaine à lui depuis Noël. Je souhaite ardemment que les universités qui nous emploient continuent à se montrer meilleures que nous dans la détermination des charges de travail. Mais nous devons accorder une haute priorité, au cours de la prochaine année, à faire cesser l'exploitation de nos employés. Entre-temps, nous leur devons beaucoup, et je vous invite à vous joindre à moi pour leur exprimer notre gratitude.

le 18 mai, 1974

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## REPORT FROM THE EXECUTIVE SECRETARY

*This year CAUT has been faced by new and important challenges. In my view events in the near future will decide whether or not CAUT will continue and develop as an effective organization representative of faculty across the country.*

### COLLECTIVE BARGAINING

*One aspect of this is the rise of collective bargaining on individual campuses. We are committed by resolution of the Board to support collective bargaining as a legitimate means of securing the goals of our organization. We know that the process of collective bargaining must be adapted to the university milieu. This is one of the reasons why we created the CAUT Collective Bargaining Committee. This committee is charged with the task of studying various aspects of collective bargaining in relation to the workings of the university. You see some of the results in the amendments to the CAUT Guidelines on Collective Bargaining that are before this Council. The Committee will be producing papers on various aspects of tenure and the collective bargaining process, grievance procedure, and technological change particularly in the new British Columbia Act. The committee is composed of professionals in the fields of law and industrial relations.*

*But it is one thing to study. It is another thing to act. CAUT is already involved in the process of organizing. At UBC we supplied an organizer for six weeks to assist in the preparing of materials for meetings and in the gathering of cards. At St. Mary's, Marie-Claire Pommeu spent a great deal of time organizing and helping to repel the onslaughts*



DONALD C. SAVAGE



of CUPE. She was assisted by Vic Sim of the Central Office and by members of the Collective Bargaining Committee. CAUT retained a lawyer in Halifax to assist us through the many months of difficulty at St. Mary's and to put the case for certification before the Labour Relations Board. At Manitoba, the CAUT has paid the very heavy legal fees and the costs of the certification vote.

Out of this experience CAUT came to realize that it must have on tap experts in addition to the permanent staff who can visit campuses, participate in seminars on collective bargaining and field the many questions that come our way. This group is now known familiarly as the flying circus and is available through the central office to those seriously involved in the process.

It seems to me that collective bargaining has spread so quickly across the country for three main reasons although the precise mix of these reasons on any given campus would undoubtedly be unique to that campus. First, professors are worried about their declining economic status relative to other parts of the community such as civil servants. They wish to gain added muscle for salary negotiations. Secondly, professors are concerned to secure shared power in the university. On too many campuses power is indeed shared but in a small tightly-knit oligarchy which effectively excludes most of the professors. Some years ago I drew attention to the peculiarity of the system of representative government in some universities, namely that the people who were represented were frequently a small minority of senior people who sat on the senate and all its committees plus the students. So long as the mass of professors felt that everything was going reasonably well within the university, they were prepared to tolerate this anomaly. Now many of them are not and wish a direct say by transforming their local associations into certified bargaining agents. Finally, many associations have discovered that they are having increasing difficulty with their grievance procedures for the handling of cases arising from the contracts of the members. They wish that procedure to be elaborated, to have a sound legal base and to have a mechanism for final resolution of appeals other than dickering with the president. For some collective bargaining seems a solution to these problems. I am sure that these pressures will cause more associations in the near future to consider collective bargaining. CAUT is prepared and ready to assist. However, CAUT will remain for the foreseeable future a federation of local associations some of whom are certified bargaining agents and some of whom are not. This will depend on the views of the faculty members in each local association.

It is also fairly clear that associations are thinking about the possibility of provincial collective bargaining, particularly in relation to salaries. I do not think that one form of collective bargaining precludes the other. It seems to me that those associations who so desire should entrench their terms and conditions of employment in local collective agreements while at the same time supporting the thrust of provincial associations, where appropriate, towards provincial bargaining. I believe that recent events in Alberta indicate that we should be very cautious about committing anything other than salaries and monetary fringe benefits to such negotiations at the provincial level. I also think that it is instructive that provincial negotiations for secondary school teachers in Quebec have not been a dazzling success. Those involved have recognized one of the reasons and are trying to recreate two-level negotiations so that everything is not discussed in Quebec City.

Finally we have seen a new challenge from CUPE. This is a challenge we must take very seriously. I personally favour professorial unions organized by professors for professors. Presumably most of you do as well. But we must recognize that CUPE won 45% of the votes at St. Mary's

and that indicates a dissatisfaction that we must understand. Many of those who voted for CUPE considered that if the university was not a dictatorship it was an oligarchy and that perhaps CUPE could secure real shared power for all the professors. Fortunately 55% of the faculty considered that CAUT could do this. But winning the election is only the first step. We must now deliver. Nor is CUPE something that happens only in Halifax. It does not take very many dissatisfied people on your campus to form such a CUPE local. Then you are in for a long and rough ride. It is better to ensure that together we have indeed met the desires of the great majority of the faculty in advance.

During the course of these events and others which I will touch on later in this report, it became clear to the CAUT that we needed to have offices in Edmonton and Halifax. I am pleased that the Board approved the opening of these offices which, I am sure, will greatly improve the delivery of our services to our members — both local associations and individuals.

You have already heard about the state of collective bargaining across the country. I would also draw your attention to the report prepared by the Chairman of the Collective Bargaining Committee.\* I would like to pay tribute to the Chairman, Charlie Bigelow of the Biochemistry Department at Memorial for his cool and unflappable direction of the Collective Bargaining Committee and to Marie-Claire Pommeze for the long hours and devoted work she has put in for the CAUT.

## COMMUNITY COLLEGES

A second major event has occurred in the last few months, particularly in the Western provinces. The Association of Alberta College Faculties has expressed great interest in direct relations between itself, CAFA and the CAUT. Already joint structures are in existence in Alberta. Similar events may well happen in other parts of the West.

It would appear that this type of association is desired by many community college teachers who do not have a national body to represent them in the manner that CAUT represents university faculty. It seems to me that this development has taken place because of the increasing domination of post-secondary education by provincial governments. In Alberta, the government is considering an omnibus bill for post-secondary education. Will the civil servants be able to play the college teachers off against the university teachers and thus secure an act which will imperil the rights and interests of both? Alberta is only further along the road which many provinces are travelling. Furthermore, there is dissatisfaction in certain community colleges concerning terms and conditions of work and other problems. I am glad that the Board of CAUT authorized discussions with the Western community colleges to ascertain what type of regional and national organization is desired by the community colleges and what sort of arrangement with CAUT they desire. I can believe that we can learn from each other and help each other. I certainly hope that this alliance will become a fact. I would like to take this opportunity to thank Martin Serediak of Mount Royal College in Calgary who has been primarily responsible for promoting this dialogue between the CAUT and the community college teachers.

## LIBRARIANS

Another new direction is the question of representation of librarians. Last year the CAUT Council accepted the report of the Membership Committee which recommended to local associations that they admit librarians as members. The great majority now do so. It is clear however, that librarians want more than token membership and want the associations to provide real and effective bargaining for them. At Manitoba the professional librarians are members of the bargaining unit and at St. Mary's they are a separate unit but have signed with the local association and with the CAUT. This

\* See this issue of the CAUT Bulletin, p. 37.

means that we will be engaged in formal collective bargaining for librarians. We have surveyed all librarians who are members of CAUT to try to find out their priorities. We have also compiled information on terms and conditions of employment, and we would be happy to make such information available to local associations who are bargaining on behalf of librarians.

### **ACADEMIC FREEDOM**

Meanwhile, the regular activities of the CAUT continue. The Academic Freedom and Tenure Committee shows no slackening of business. This means a very heavy case load which has been handled with patience, tact and a great deal of success by Archie Malloch, the Chairman of the Committee and by Vic Sim in the Central Office. The Committee is just as concerned to secure good procedures as it is to solve cases. You will recall last year that this Council voted new regulations pertaining to tenure hearings which laid down procedures for university-wide appeals committees which should have the power to review both procedures and substance. I am glad that some universities have such procedures, but I trust that if your university does not, the faculty association will ensure that resolutions to secure such structures are put before the appropriate academic bodies as soon as possible. We are also concerned about the growing use of so-called term contracts, sessional appointments and the like which in some universities are seriously undermining the status of the probationary contract and threaten to create a large proletariat of professors with no rights and no protections. The Academic Freedom and Tenure Committee will be addressing this as a matter of priority next year. We remain on guard on the question of tenure quotas. We repulsed tenure quotas at the University of Manitoba. If such nefarious plans emerge on your campus, please let us know as soon as you can so that we can develop strategies to resist. You may be interested to know that the City University of New York was recently forced to retire its tenure quota system — a fact worth knowing since administrators seem much more aware of the imposition of the quotas in that university than of their demise.

At this meeting we say goodbye to Archie Malloch who has served the Academic Freedom and Tenure Committee for six years, four of them as Chairman. The university teachers of this country owe Archie a great debt for his work on behalf of individuals in difficulty and in securing reasonable procedures to govern terms and conditions of employment. He is taking a well-earned sabbatical but we hope that he will still be available to us after that for wise counsel and advice.

### **ASSESSMENT OF ADMINISTRATORS**

A good deal of our problems arise from the arrogance of some administrators who insist that they are the university. Some administrators make speeches about how the faculty is not up to snuff. About how the faculty is lazy, unproductive, etc. I suffered through one such speech this term in the Maritimes and only my promise to the local association of good behaviour prevented a scene. But who are the administrators. Who hires them? What are their qualifications? Quis custodiet custodiet. Who guards the guardians? One interesting suggestion has emerged at Manitoba, namely formal faculty assessment of the performance of administrators. We hope to work with Manitoba to develop this idea.

### **RELATIONS WITH GOVERNMENT**

CAUT has also had a lot of business with governments this year. We have been much concerned about federal research policy. We are reviewing at this Council our policy on federal support of universities and colleges. We expect that the policies decided by this body will become the basis for a lobbying position over the next two years prior to the renegotiation of the present legislation which governs federal support. This is a vital matter for the univer-

sities and colleges since the federal government pays 50% of the operating costs of universities. We have also appeared before the commission of enquiry in British Columbia to argue in favour of grants commissions and to present certain views on contracts, and the structures and workings of senates and boards of governors. We have made representations to the government of Saskatchewan concerning the proposed Saskatchewan Universities Commission. We have written the Minister of Colleges and Universities in Ontario concerning the proposals of the COPSE report on ombudsmen. In all these cases we have worked closely with the local or provincial associations involved. He have been much involved with copyright and ETV problems, especially in the West. The federal election forced the postponement of our appearance with ACTRA before the Commons Broadcasting Committee on certain aspects of copyright. We expect to be meeting with the Ministry of Corporate and Consumer Affairs in the fall to discuss the proposed new copyright act.

We have joined with AUCC, CALAS and others to put pressure on the federal government concerning the admission of Chilean refugees and are glad to be able to report that CALAS has secured the funds to make the lobby more permanent and to assist the Chileans who have come to this country. It seems that every year without fail we have to do battle for one of two professors who are caught in the meshes of the Department of Immigration. We have successfully secured admission for one such professor this year and are working on a second case. We also plan to submit suggestions concerning the revision of the immigration act as soon as possible. We are also members of the Canadian Commission for UNESCO. You will see from all this that CAUT has an important role to play as a lobbyist with governments. I am quite sure that this will increase and develop. I would like to thank the members of the Committee on Relations with Governments, its Chairman Peter Freeman of the University of Alberta, and its subcommittees for their assistance.

### **CANADIANIZATION**

During this Council meeting you will be asked to consider the CAUT policy on Canadianization and the University. This debate follows a lengthy process of consultation with individuals and associations on this problem, the details of which will be related at the appropriate point in the agenda. This is a vexing, difficult and serious problem. I think it is clear that the Symons Commission on Canadian Studies which will probably report in August or September will ignite discussion of this issue in the next academic year because it is unlikely that Professor Symons will pull his punches. I hope that this Council will ensure that CAUT has a coherent and reasonable stand.

### **REGULAR WORK OF CAUT**

Time does not permit me to review all the other activities of the CAUT. I can only draw your attention to the reports of the Committee on Internal University Affairs, the Committee on the Status of Women Academic and the Economic Benefits Committee. I wish to thank the chairmen of these committees, Professors Jim Moore of Loyola, Margret Andersen of Guelph, and Jane Bantfield Haynes of York as well as the members for their great assistance to CAUT. I am constantly amazed and delighted at the number of academics across this country who are willing to serve our organization without pay and without glory.

Finally, I would like to thank the staff of CAUT. They work for you long hours, frequently on the weekends as well. They seem to me amazingly cheerful and incredibly productive. Most of them are not visible to you. But without them nothing would happen. I would like particularly to thank Jill Gilman and Velma Reid for all the work that they have done in organizing this Council, and I wish to thank the University of Toronto and the Toronto Faculty Association for their generosity in providing the annual dinner and reception.

At the end — a somber note. It costs money to undertake



*the work of the CAUT. Canadian academics pay an average annual sum of \$25.80 for the CAUT. This is lower than almost any other professional organization. In order to meet our responsibilities in CAUT we have defined priorities and we have cut expenses to the bone. But we will need more money over the next few years. That will be the subjects of the*

*Treasurer's report. It is clear, however, that we need an adequate budget to carry out the priorities of CAUT. If we do not have that, I am quite sure that CAUT will slide into oblivion and will be replaced by those who will charge four or five times what CAUT now charges.*  
May 17, 1974.

## RAPPORT DU SECRÉTAIRE GÉNÉRAL

### DONALD C. SAVAGE

Durant l'année 1973-74, l'ACPU a fait face à de nouveaux défis d'importance. A mon avis, l'avenir nous dira très bientôt si l'ACPU peut se développer et se maintenir comme l'organisme qui représente adéquatement les professeurs du Canada.

#### La convention collective

Un des aspects de cette question est l'apparition de la convention collective dans les universités. L'ACPU s'est engagée par une délibération de son Conseil à défendre la convention collective car elle est un moyen légitime de rencontrer les buts de notre association. Nous reconnaissons que les contrats collectifs doivent être adaptés au milieu universitaire; c'est là une des raisons de la création de notre Comité de la liberté universitaire et de la permanence de l'emploi. Composé de spécialistes du droit et des relations de travail, le comité étudie les différents aspects d'une négociation collective en regard des tâches qui prévalent dans une université. Un des résultats a été de soumettre à cette réunion du Conseil des modifications dans certains énoncés de principe de l'ACPU sur les contrats collectifs. Le comité se prépare en outre à produire des documents sur différents aspects de la permanence, la négociation, les procédures de griefs, les changements technologiques et tout particulièrement ceux qu'entraîne le nouveau "British Columbia Act".

Analyser est une chose, agir en est une autre. L'ACPU est déjà impliquée dans la fondation et l'organisation d'associations. Nous avons prêté aux professeurs de l'University of British Columbia les services d'un organisateur pour les aider dans la préparation des réunions et la cueillette des cartes de membres. Marie-Claire Pomme a consacré beaucoup de temps à aider et organiser les professeurs de St. Mary's pour qu'on repousse les attaques violentes du SCFP; Vic Sim de notre Secrétariat et des membres du Comité de la négociation collective y ont apporté leur concours. L'ACPU a sollicité les services d'un avocat de Halifax pour nous aider à surmonter les difficultés que nous avons rencontrées durant plusieurs mois à St. Mary's; il a travaillé en outre à soumettre à la Commission des relations de travail ce cas de demande d'accréditation. Au Manitoba, l'ACPU a défrayé le coût du vote d'accréditation et les frais légaux très élevés qui s'y rattachaient.

Ces expériences nous ont prouvé qu'en outre le personnel permanent, l'ACPU devrait pouvoir recourir au besoin à des experts qui visiteraient les universités, participeraient à des colloques sur la négociation collective et résoudraient plusieurs des problèmes qui se présentent à nous. Ce groupe existe et est connu comme l'"équipe volante"; ceux qui rencontrent des difficultés au cours d'une négociation peuvent recourir à leurs services en s'adressant au Secrétariat.

A mon avis, l'essor qu'a connu la négociation collective à travers le pays tient à trois raisons majeures; bien sûr ces

raisons prennent une couleur particulière dans chaque université et y créent ainsi une situation unique. En premier lieu, les professeurs se préoccupent de leur statut économique qui va en diminuant si on le compare à celui d'autres groupes de la société comme les fonctionnaires. Ils désirent devenir plus forts pour entreprendre les négociations salariales. Deuxièmement, les professeurs cherchent à participer au pouvoir dans leurs universités. Dans un trop grand nombre d'universités, celui-ci est détenu par quelques personnes très liées entre elles qui forment une oligarchie; les professeurs sont pratiquement tous exclus de ce cercle. Il y a quelques années, j'avais souligné la particularité du système de représentation dans le gouvernement de certaines universités.

Très souvent, le Sénat et les comités étaient composés de représentants des étudiants et de quelques professeurs "seniors". Aussi longtemps que les professeurs ont été satisfaits de la tournure des choses, ils toléraient cette anomalie. Actuellement, plusieurs sont insatisfaits et réclament une voix au chapitre; ils transforment alors leur association en agence de négociation dûment accréditée. Enfin, plusieurs associations ont constaté qu'elles éprouvent de plus en plus de difficultés à utiliser leurs procédures de griefs pour régler les problèmes soulevés par les contrats de leurs membres. Ils souhaitent qu'on élabore un ensemble de procédures de grief reconnues au plan légal et qu'on dispose d'un mécanisme de dernière instance qui règle les appels et qu'on cesse de recourir au marchandage avec le président. La convention collective semble bien être la solution à tous ces problèmes. Je suis assuré qu'avec toutes ces contraintes qui surgissent, les associations opéreront pour un contrat collectif. L'ACPU est prête à les aider. Toutefois, il est à prévoir que l'ACPU demeurera encore, pendant plusieurs années, une fédération d'associations locales dont certaines seront accréditées comme agents négociateurs et d'autres pas; la nature et le rôle de chacune dépendra du désir et du choix de ses membres.

Il semble évident que les associations envisagent aussi la possibilité de négocier à l'échelle provinciale. Je ne pense pas qu'une formule de négociation collective empêche l'autre. Les associations désireuses de négocier à l'échelle provinciale devraient limiter la négociation de leurs conditions de travail à l'échelle locale tout en appuyant au bon moment les associations de leur province dans leur revendication pour obtenir des négociations à l'échelle provinciale. A mon avis, les événements récents qui ont eu lieu en Alberta montrent qu'on doit limiter les négociations à l'échelle provinciale aux seuls sujets des conditions salariales et des avantages pécuniaires. Il faut aussi se rappeler les résultats peu satisfaisants obtenus au Québec lors des négociations à l'échelle provinciale du groupe des professeurs au niveau secondaire. Ceux qui ont été impliqués dans ces négociations reconnaissent qu'une des raisons de ce demi succès a résidé dans l'existence d'un seul pallier de négociation; ils essaient actuellement de rétablir deux palliers de négociation afin que tous les aspects du contrat ne soient pas discutés qu'à Québec.

Un des nouveaux défis qui se présente à nous vient du SCFP. Nous devons l'envisager très sérieusement. Personnellement, je suis en faveur des syndicats de professeurs, organisés par et pour les professeurs, comme plusieurs d'entre vous sans doute. A St. Mary's, lors du vote en vue de l'accréditation, le SCFP a obtenu 45% des suffrages; ceci

dénote une insatisfaction et on doit chercher à en comprendre les motifs. Plusieurs parmi ceux qui ont favorisé la CUPE jugent leur université sinon comme une dictature du moins comme une oligarchie; ils croient que le SCFP peut leur assurer une véritable participation au gouvernement de leur institution. Heureusement 55% des votants ont fait confiance à l'ACPU en cette matière. Cette première étape franchie avec succès, l'ACPU doit maintenant répondre aux attentes de ceux qui lui ont fait confiance. Ce qui s'est produit à Halifax peut se reproduire ailleurs; il n'est besoin que d'un petit groupe d'insatisfaits dans une université pour qu'on cherche à y créer un tel syndicat du SCFP. C'est alors que la route est longue et ardue. . . Il est donc préférable de s'assurer que nous devançons les attentes de la majorité des professeurs.

Durant ces incidents et d'autres dont je reparlerai, il était clair que l'ACPU avait besoin d'un pied à terre à Edmonton et à Halifax. Je suis enchanté que le Bureau de direction ait approuvé la création de ces secrétariats. Je suis certain que ceci permettra à l'ACPU d'offrir de meilleurs services à ses membres, les individus comme les associations.

On vous a fait part hier soir de l'état des négociations et des contrats collectifs à travers le pays. J'aimerais attirer votre attention sur le rapport annuel du Président du Comité de la négociation collective.\* J'aimerais féliciter le président du comité, M. Charles Bigelow, professeur au département de Biochimie de l'université Memorial, qui a dirigé avec aplomb et tenacité les activités du comité. J'adresse mes sincères remerciements à Mlle Marie-Claire Pomme pour les longues heures d'un travail de qualité qu'elle a consacrées à l'ACPU.

#### **Les collèges communautaires**

Un autre événement important s'est produit au cours des derniers mois, particulièrement dans les provinces de l'Ouest. L'Association of Alberta Faculties a manifesté un vif intérêt pour l'existence de liens directs entre elle, la CAFA et l'ACPU. Déjà des structures communes existent en Alberta. Ce besoin peut vraisemblablement se faire sentir ailleurs dans l'Ouest.

Il semble que plusieurs professeurs des collèges communautaires désirent ce genre d'association, eux qui ne sont pas regroupés dans une association nationale comme le sont les professeurs d'université au sein de l'ACPU. A mes yeux, cette évolution au sein des collèges communautaires provient de la domination croissante des pouvoirs publics dans le monde de l'éducation post-secondaire. En Alberta, le gouvernement songe à présenter un projet de loi omnibus sur l'éducation post-secondaire. Les fonctionnaires réussiront-ils à opposer professeurs d'université et professeurs de collège et ainsi obtenir une loi qui menacerait les droits et les intérêts des deux groupes? Plusieurs s'engagent dans cette voie, l'Alberta ne fait que les précéder. Par ailleurs, certains professeurs dans des collèges communautaires sont insatisfaits de leurs conditions de travail et rencontrent des problèmes de divers ordres. Je suis heureux que le Bureau de direction de l'ACPU ait autorisé la tenue d'échanges avec les collèges communautaires de l'Ouest; ceci permettra de déterminer quel genre d'organisme régional et national désirent ces professeurs et quelle sorte d'entente ils aimeraient conclure avec l'ACPU. Je crois que nous pouvons nous entraider et apprendre les uns des autres. Je souhaite vivement que les deux groupes deviennent des alliés.

Je profite du moment pour remercier M. Martin Serediak du Mount Royal College de Calgary à initié ce dialogue entre l'ACPU et les professeurs des collèges communautaires.

#### **Les bibliothécaires**

L'an dernier, le Conseil de l'ACPU approuvait le rapport du Comité des adhésions qui recommandait que les bibliothécaires soient admis à titre de membres dans les associations locales. La majorité a suivi cette recommandation. Il est évident cependant que les bibliothécaires veulent être considérés membres à part entière et désirent que leur association négocie en leur nom un véritable contrat de travail. Du Manitoba, les bibliothécaires et les professeurs sont à la même table de négociation; à St. Mary's, ils forment une unité distincte de négociation tout en étant mem-

bre de l'association locale et de l'ACPU. L'ACPU sera donc dorénavant impliquée dans les négociations collectives des bibliothécaires. A la suite d'une enquête auprès de tous nos membres bibliothécaires, nous connaissons leurs priorités et nous avons recueilli des renseignements sur leurs conditions de travail. Ces données sont à la disposition des associations locales qui ont à négocier au nom de leurs membres bibliothécaires.

#### **La liberté universitaire**

Le Comité sur la liberté universitaire et la permanence de l'emploi n'a aucunement diminué son rythme de travail. La tâche, immense, a été menée de main de maître, avec patience et tact par le président, M. Archie Malloch, et M. Vic Sim, du Secrétariat. Le comité a toujours à coeur de fournir des procédures efficaces aux associations et de résoudre les cas qu'on lui soumet.

Vous vous rappelez, sans doute que l'an dernier, le Conseil a approuvé de nouveaux règlements relatifs aux appels dans les cas de permanence; il s'agit de procédures qui règlent le fonctionnement des comités d'appel des universités qui doivent avoir le droit d'examiner tant le fond que la forme des griefs. Je me réjouis que certaines universités aient adopté ces procédures; dans le cas contraire je compte que les associations feront le nécessaire pour soumettre très bientôt de telles procédures à l'organisme approprié de leur université pour qu'il délibère rapidement sur cette question.

Nous nous inquiétons du nombre toujours croissant de contrats d'engagement à terme, d'engagement trimestriel et autres types qui dans certaines universités sapent le statut de ceux qu'on nomme à titre d'essai. Cette situation entraîne en outre la formation d'un large prolétariat de professeurs sans droit ni protection. Le comité se propose d'examiner cette question en premier lieu l'an prochain.

Nous ne perdons pas de vue la question des quotas fixés dans la permanence. Nous avons rejeté de tels quotas pour l'université du Manitoba. Si on songe à de tels projets infâmes dans votre université, veuillez nous en faire part le plus tôt possible afin que nous puissions élaborer une stratégie de résistance.

Vous serez peut-être intéressés d'apprendre que la City University of New York a dû abolir son système de quotas fixés dans la permanence; fait intéressant à connaître car les administrateurs semblent être mieux au courant de l'existence de ces quotas dans cette université que de leur abolition.

Nous soulignons aujourd'hui le départ de M. Archie Malloch qui a travaillé six ans au sein du comité, dont quatre comme président. Les professeurs d'université doivent beaucoup à M. Malloch pour l'aide inestimable qu'il a fournie aux individus en difficulté et à tous les membres en leur fournissant des procédures qui puissent régir adéquatement leurs conditions de travail et d'engagement. Il prend un congé sabbatique bien mérité et nous espérons qu'il sera au retour encore disposé à nous offrir ses avis et ses conseils.

#### **L'Evaluation des administrateurs**

Plusieurs des problèmes que nous rencontrons découlent de l'arrogance de certains administrateurs qui discourent sur l'inaptitude des universitaires, leur paresse, leur non productivité, etc. J'ai moi-même été l'objet d'un tel discours ce semestre-ci dans les Maritimes. N'eût été la promesse que j'ai faite à l'association locale de bien me conduire, une scène aurait éclaté. Mais, au fait, qui sont ces administrateurs? Qui les engagent? Qui gardent les gardiens? On a formulé une suggestion intéressante au Manitoba: que les professeurs d'université procèdent à une évaluation en bonne et due forme du rendement des administrateurs. Nous espérons travailler avec les Manitobains pour mettre cette idée au point.

#### **Les relations avec les pouvoirs publics**

L'ACPU a débattu plusieurs questions avec les pouvoirs publics au cours de l'année. Nous nous sommes particulièrement penchés sur la politique du gouvernement fédéral en matière de recherches. Pendant cette réunion du Conseil, nous reverrons notre position sur l'aide fournie par le gouvernement fédéral aux collèges et universités. Nous espérons que la position qui sera prise par le Conseil servira de point de départ aux pressions qu'il faudra exercer pendant les deux

\* Page 38, Bulletin de l'ACPU



prochaines années avant la renégociation de la loi qui régit à l'heure actuelle l'aide fédérale de soutien. Cette question est vitale, en effet, pour nos universités et collèges puisque le fédéral paie 50% des coûts d'opérations encourus par les universités.

Nous avons témoigné devant la Commission d'enquête en Colombie-Britannique pour défendre les commissions de subventions et exposé notre point de vue sur les contrats, les structures et le fonctionnement des sénats et des bureaux de gouverneurs. Nous avons fait connaître au gouvernement de la Saskatchewan notre point de vue sur la création éventuelle d'une commission des Affaires universitaires de la Saskatchewan. Nous avons écrit au Ministre des Collèges et Universités de l'Ontario au sujet des recommandations du rapport COPSE sur les ombudsmen. A chaque fois, nous avons travaillé étroitement avec les associations locales ou provinciales impliquées. Nous avons été impliqués dans les problèmes de droits d'auteur et de télévision éducative, en particulier dans l'Ouest. La campagne électorale a remis à plus tard notre présentation avec l'ACTRA devant le comité de la Chambre des Communes sur la radiodiffusion qui étudiait certains aspects des droits d'auteur. Nous comptons rencontrer à l'automne le Ministre des Corporations et de la Consommation pour discuter le nouveau projet de loi sur les droits d'auteur.

Conjointement avec l'AUCC, le CALAS et d'autres organismes, nous avons pressé le gouvernement fédéral d'agir dans la question de l'admission de réfugiés chiliens. Nous sommes heureux de vous dire que le CALAS a recueilli des fonds qui permettront d'exercer des pressions continues et de venir en aide aux Chiliens entrés au Canada. Il semble que chaque année, sans exception nous devons batailler pour sortir un ou deux professeurs des filets du Ministère de l'Immigration. Nous avons réussi cette année à faire admettre l'un d'entre eux au pays et nous nous occupons de l'autre cas. Nous nous proposons, en outre, de suggérer dès que faire se peut, des changements dans la révision de la Loi sur l'Immigration. L'ACPU travaille de plus au sein de la Commission canadienne pour l'UNESCO. Vous constatez sans doute, à la lecture de ces activités, que l'ACPU joue un rôle important comme groupe de pression auprès des pouvoirs publics et je suis certain que ce rôle ira en croissant.

Je voudrais remercier les membres du Comité des relations avec les pouvoirs publics et leur président, M. Peter Freeman, professeur à l'University of Alberta, ainsi que tous les membres des sous-comités. Ils ont fourni une aide précieuse à l'ACPU.

#### **La canadianisation**

Durant cette réunion du Conseil, on vous demandera d'examiner la position de l'ACPU sur la canadianisation au

sein des universités. Ce débat fera suite à nos consultations sur ce sujet auprès des professeurs membres et des associations. Le détail de ces consultations et des aspects de cette question vous sera transmis au moment opportun. Le problème est difficile, sérieux et encore pendant. Il me semble clair que le rapport de la Commission Symons sur les Etudes canadiennes, qui sera rendu publique probablement en août ou en septembre, engendrera une longue discussion pendant la prochaine année scolaire; il semble bien que le professeur Symons ne va pas ménager l'adversaire. Je souhaite que ce Conseil s'assure que l'ACPU adoptera une position cohérente et adéquate.

#### **Les affaires courantes de l'ACPU**

Je n'ai malheureusement pas le temps de passer en revue toutes les autres activités de l'ACPU. J'attire toutefois votre attention sur le rapport des comités suivants: Affaires intérieures des universités, Statut de la femme professeur, Avantages économiques. Je désire remercier de leur précieuse collaboration les membres et les présidents de ces comités: M. Jim Moore de Loyola, et Mmes Margaret Andersen de Guelph et Jane Banfield de York. Je suis toujours surpris et ravi de voir le nombre d'universitaires à travers le pays qui sont prêts à travailler bénévolement et sans honneur pour leur association.

Je tiens à adresser un merci tout spécial au personnel du Secrétariat de l'ACPU. Ils consacrent de nombreuses heures à leur travail, souvent même pendant les fins de semaine. Ils sont toujours gais et très efficaces dans leur travail. La plupart vous sont inconnus mais sans eux, rien ne se produirait. J'adresse mes remerciements en particulier à Mlle Jill Gilman et Mme Velma Reid pour leur travail dans l'organisation de cette réunion du Conseil, et à l'University of Toronto et à la Toronto Faculty Association qui nous ont offert le cocktail et le dîner.

Enfin . . . la note triste. Le travail que l'ACPU accomplit entraîne des déboursés. Chaque membre verse en moyenne \$25.80 par année à l'Association et cette participation est moins élevée que dans la plupart des autres associations professionnelles. Afin que l'ACPU puisse assumer ses responsabilités, nous avons établi des priorités et coupé les dépenses au minimum. Mais nous aurons besoin de revenus supplémentaires dans les prochaines années; ceci fera l'objet du rapport du Trésorier. Il est clair, toutefois, que nous aurons besoin d'un budget adéquat pour rencontrer les priorités de l'ACPU. Sinon, je suis persuadé que l'ACPU tombera dans l'oubli et sera remplacée par d'autres organismes qui exigeront une contribution quatre ou cinq fois plus élevée.

*le 17 mai, 1974*

## **UNIVERSITES FRAPPEES DE CENSURE PAR L'ACPU**

Le Conseil de l'Association canadienne des professeurs d'université a frappé de censure les administrations des universités suivantes:

**Université Mount Allison (novembre 1970)\***

**Université Simon Fraser (mai 1971)\***

\* (A la troisième étape de la censure prononcée contre ces universités, l'ACPU avertit ses membres de ne pas accepter d'emplois auprès d'elles. Voir la page 71 du Guide de l'ACPU.)

Sont également frappées de censure les universités suivantes:

**Université du Québec à Montréal (novembre 1970)**

**Université de Victoria (mai 1971)**

**Université d'Ottawa (mai 1972)**

## REPORT ON BEHALF OF THE ACADEMIC FREEDOM AND TENURE COMMITTEE

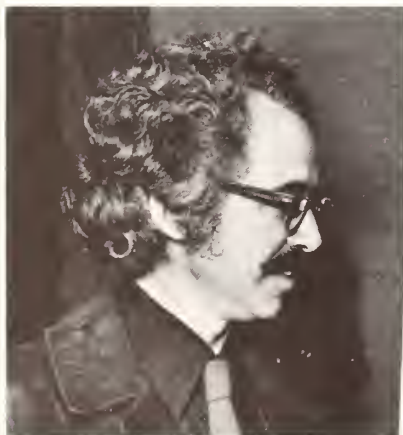
*The terms of reference of the Academic Freedom and Tenure Committee and the practice of the Association allow us considerable independence in our work. We bring forward to the Board the recommendations on policy matters and, when necessary, recommendations for sanctions against a university. But the greater part of our work — the handling of individual appeals — is conducted without specific report to the Board.*

*Last year we brought forward recommendations for significant revisions of the guidelines on academic appointments and the guidelines on budgetary cutbacks. These were adopted at the Council meeting in May 1973 and now appear in the new Handbook. This year we bring forward no formal policy recommendations, and for the third year in a row we bring forward no recommendations for sanctions.*

*I would like to begin by reporting on two matters referred to us by the Board a year ago, first the matter of alternatives to censure, and second, the matter of initial appointment procedures.*

### ALTERNATIVES TO CENSURE

*The question of alternatives to censure arose out of a perennial discussion in Board and Council meetings, namely the effectiveness of censure, and that in turn derives from another question, the purpose of censure. I suggested in my first report as chairman of the AF&T Committee in 1971 that perhaps the meaning of a CAUT censure is to be found in an older sense of the word, "the solemn opinion or judgment of an expert." We profess to be expert in the scrutiny of matters relating to academic freedom and tenure, and from time to time we declare that in our judgment certain actions have taken place within a university that are seriously defective. To censure a university is fundamentally to declare an unfavourable judgment concerning it. So long as universities — faculty, students, and administrators — regard our judgment as expert, so long as they respect and value it, they will naturally wish to avoid such a judgment. And so, if we persuade ourselves that we can use a university's fear of being censured as a form of pressure to move that university to find a fair solution to the problem at hand, then we may by extension think of censure as a weapon. But trying to use censure in that way involves a good deal of conjecture and risk; and it may be profoundly misleading if it encourages faculty members to regard censure as essentially a weapon, to flourish it as a weapon, and ultimately to entertain misgiv-*



A. E. MALLOCH



ings about its effectiveness. I must reiterate that in the view of the AF&T Committee censure is only accidentally a weapon, that normally censure is imposed after all possibility of a negotiated settlement appears to have been exhausted. (The preamble to the censure of the University of Victoria in May 1971 is quite explicit on this point.) Censure, if you like, is a form of academic excommunication, and resembles ecclesiastical excommunication in this respect, that it is not an action taken against a university by CAUT, but a public declaration by CAUT that the university has by its own actions cut itself off from the blessed community of academe. It is not easy, therefore, to see how we can talk about alternatives to censure, if censure is understood in the way I have described. The alternative would be to form an unfavourable judgment (or censure) and then not to declare it. And not to declare the sort of judgment that underlies a CAUT censure would be to fail in our responsibility to the faculty members who make up our Association.

But to hold that censure is fundamentally a declaration of an unfavourable judgment rather than a weapon does not mean that it has no consequences or that we bear no responsibility for continuing to enunciate it. I have heard the objections from members of Council in the last few years that censure is pointless if all we do is pass a resolution. The objection has real point. Council is the body through which the general membership of the Association speaks. But it does not take the place of the general membership. Censure is initially declared by a formal resolution in the Council, and that is quite proper. But it is a judgment that will ring hollow if it is not also enunciated by the members of the Association as they function from day to day in our universities. I don't mean an incantatory muttering of the Council resolution, but the much more eloquent enunciation of censure that takes the form of withholding the ordinary signs of respect and acceptance that universities count on. If the state of a university is grave enough to warrant censure by the national association of faculty members, then it is grave enough also for individual faculty members to refrain from giving lectures at that university or accepting honorary degrees there or accepting academic appointments there. Faculty members within a censured university bear a particular responsibility (and have the greatest opportunity) to continue to enunciate the censure. They are caught in a painful dilemma, I know, for the censured university can, in the short run, make life uncomfortable for its "disloyal" faculty; but if the faculty on the campus decide to lie low, or — as always happens with a certain number — join the university president in indignant protest against meddling outsiders, they strengthen the hands of the university administration and so perpetuate a situation in which they themselves are ultimately the chief victims.

### SERIOUS NEGOTIATIONS

But if there is strictly speaking no alternative to censure once the moment of censure arrives, there are certainly many ways of trying to hold off that moment, to bring universities to negotiate seriously towards settlements of academic disputes. My colleagues on the AF&T Committee have exercised their considerable ingenuity over the past two or three years to find ways of persuading university administrations that it is in their interest, in everybody's interest, to find a solution to a dispute rather than dig in and declare that no problem exists. In May 1972 I reported to Council that the AF&T Committee during that past year had made a deliberate effort to take early initiatives in cases that showed a potential for trouble, that the professional staff were making more frequent visits to campuses in connection with disputes, and that we were using or authorizing more on-the-spot investigations. The tempo of visits by the professional staff has further increased during this present year and we have continued to make wide use of on-the-spot investigations and committees of enquiry. These devices provide us with a quality of information that allows either to approach the university

in question with a convincing argument that there is a problem that needs a fair resolution, or on the other hand that allows us confidently to make the decision that we should take no further action on the appeal.

Fullness and quality of information are one form of pressure on universities to solve problems. There is another form of pressure that can be brought on universities and that is to be able to offer a number of possible resolutions. It seems to me in looking back at the past six years of AF&T that we have developed a considerable range of reviews, appeals, and hearings that we can suggest to universities. The larger the range we can suggest, the more difficult it is for the university to say that none of them is appropriate. During this past year in two cases the universities have agreed to take the course suggested in Section D-2 of our Policy Statement, namely, arbitration in disputes other than those involving dismissal or suspension. Two particularly troublesome questions concerning denial of tenure are about to go before arbitration boards and my own impression is that universities are beginning to show a greater understanding that arbitration may after all turn out to be a sensible way of saving time and money and face. The provisions of Section D-2 have been in the Policy Statement since it was first adopted in 1967, though seldom have been accepted by universities. Another provision that has been in the Statement from the beginning is the provision for a Committee of Enquiry jointly named by CAUT and the university to adjudicate a dispute. It was a matter of great encouragement to us that during the past year, for the first time, a university agreed to such a jointly-named Committee of Enquiry in a case that appeared to have some of the ingredients of a cause célèbre, and we hope that other universities will now be readier to adopt this method of dealing with disputes. This particular case was interesting in a further way, for the university was McGill, and McGill had unhappy memories of the very heavy cost of providing a transcript in the arbitration hearings in the Gray case of 1969. I believe that had it not been for the careful revision of our arbitration guidelines in 1972, which you will remember eliminated the need for a transcript, McGill would probably not have agreed to the Committee of Enquiry in this recent case. I think we should again record our thanks for the work of Harry Arthurs, David Johnston, Dale Gibson, Karl Friedman, and Alwyn Berland, who made up that revision committee in 1972.

The past year, of course, has seen a significant advance in what will undoubtedly become the most important way of bringing pressure on universities to settle disputes (and thus avoid the kind of stalemate that can lead to censure), namely the process of collective bargaining. A faculty association that is certified (or wins voluntary recognition) can through wise and energetic negotiation write a collective agreement which incorporates as a matter of enforceable right most of the procedural protection that the AF&T Committee now seeks to secure on an ad hoc basis for aggrieved faculty members. In summary, then, it is the AF&T opinion that the alternative to letting a dispute reach the stage of censure is to find a way of resolving the dispute, that at the present moment it is AF&T's responsibility to continue to explore all possible methods of resolution, but that in the long run the most effective method is likely to prove to be collective bargaining.

### INITIAL APPOINTMENT PROCEDURES

For the second matter referred to us, that of initial appointment procedures, I am sorry to have to report to you that we are not yet ready to bring forward guidelines. In part this is because the matter arose out of the issue of Canadianization. The matter is proving difficult on other grounds. It is a stated object of the Association to promote the interests of teachers and researchers in Canadian universities and colleges, and in the AF&T Committee that has meant safeguarding the rights of university teachers to a fair considera-

tion for renewal, for tenure, and for promotion. In discussing initial appointment procedures we are extending our responsibility and beginning to safeguard the rights of those who are not yet teachers in Canadian universities, but who would like to be. The long series of Council resolutions concerning the advertising of academic posts, which reaches back to 1960, is already a step in that direction. But the more we focus on procedures for considering initial appointments (and particularly at a time when there are so many hundreds of qualified people wanting to be considered), the more we focus attention on the nature of a probationary appointment. The elaboration and refinement of initial appointment procedures will make these applicants more visible and will raise more urgently the question of whether the genuine availability of a better candidate for a position is reasonable grounds for not renewing a probationary appointment, or for denying tenure. It is, after all, another stated object of the Association in the By-laws to seek to improve the quality of higher education in Canada. I do not think that I should now analyse the problem beyond this preliminary sketch. I do not want to prejudice the continuing discussion in the AF&T, more especially since I expect to find myself holding a minority view. I wish only to report that the matter has turned out to be very much more complicated than we, and perhaps the Board, had anticipated.

The casework of the AF&T Committee is as heavy as ever. The bulk of our work continues to be appeals against denial of tenure or renewal of probationary appointment, but there have been a number of other kinds of problems. We have decided to support a faculty member and his local association in seeking to have his dismissal reviewed by the Supreme Court of Canada and leave to appeal has now been granted. We are at the moment considering an allegation of serious failure to advertise academic posts. We have had a grievance alleging discrimination on grounds of sex, and in considering that appeal we decided that we would ask Professor Margret Andersen, who chairs the CAUT Committee on the Status of Women Academics, to join us for the discussion of such cases. We are grateful for her help at our meetings this year. Several immigration cases have appeared, but in discussion with the Executive Secretary, the Committee decided that it would be more appropriate to have these cases handled in the future by the Immigration sub-

committee of the Committee on Relations with Governments, since that sub-committee is so closely acquainted with the regulations and procedures of the Department of Manpower and Immigration.

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It is a pleasure again to ask you to recognize the contribution of members of the committee whose terms are expiring this year. Yvon Sicotte of the University of Montreal was unable to continue on the committee this year because he was seconded to the Steering Committee of a Sectorial Planning Commission on the basic sciences in the Province of Québec. Robert Hanrahan of Dalhousie University retires from the committee this year after a full term of service and after doing more than a fair share of work in reading and analysing dossiers. You will have seen from another document that we must replace Reid Robinson of the University of Saskatchewan at Regina for the third year of his term on the committee: it has been his recent misfortune to become a Dean, and he has shown a most undecanal scrupulosity of conscience in resigning from the Committee.

The Executive Secretary of the Association, a regular member of the Committee, continues to show the stamina and energy that so alarm the Central Office Staff and we have exploited those qualities by dispatching him on almost weekly visits to troubled campuses.

The happiest omen of the year for AF&T has been the arrival of another left-handed member, Vic Sim, the Secretary of the Committee. The sinister tradition of the committee, established by Jim Milner, continued by Bruce Dunlop, Bob Chambers, Alwyn Berland, lapsed in January 1973 when Alwyn Berland left. It was a period of great anxiety for me until the tradition was restored with Vic's arrival in July 1973. It is reassuring to report that he shows the same ability as his left-handed predecessors to put university administrators ill at ease. He took over the committee's business with remarkable speed and sureness of touch and we are delighted to have him with us. Finally I know that all members of the Committee will want to join me in giving particular thanks to Mme Suzanne Mineault who has been so diligent in keeping our bushels of documents in order and whose amused tolerance of all the antics in the AF&T world has helped the committee keep its sanity. March, 1974.

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## RAPPORT DU COMITÉ DE LA LIBERTÉ UNIVERSITAIRE ET DE LA PERMANENCE DE L'EMPLOI

### A. E. MALLOCH

Le mandat du Comité et les méthodes de l'Association nous permettent de travailler dans une grande indépendance. Nous soumettons au Bureau des recommandations touchant les questions d'orientation générale, et au besoin, nous recommandons des sanctions contre une université. Mais la plus grande partie de notre travail, qui consiste à étudier les cas d'appel, s'accomplit sans que nous ayons à en référer expressément au Bureau.

L'an dernier, nous avons recommandé des modifications importantes aux directives concernant la nomination des professeurs et aux directives concernant les réductions pour des motifs budgétaires. Ces modifications ont été adoptées à la réunion du Conseil en mai 1973, et figurent maintenant dans le Guide. Cette année, nous n'avons pas de recommandations à formuler en matière d'orientations générales, et pour la troisième année de suite, ne proposons pas de sanctions.

Je voudrais d'abord traiter deux questions qui nous ont été déferées il y a un an par le Bureau: celle des méthodes susceptibles d'être employées au lieu de la censure, et celle des méthodes d'engagement des professeurs.

### FORMULES DE REMPLACEMENT POUR LA CENSURE

L'idée de trouver des formules de remplacement pour la censure découle de la fréquente remise en question, au Bureau et au Conseil, de l'efficacité de ce moyen, remise



en question qui oblige à s'interroger sur l'objet de la censure. J'avais donné à entendre dans mon premier rapport comme président du Comité de la liberté universitaire, en 1971, qu'il fallait peut-être chercher la signification de la censure exercée par l'ACPU dans une définition ancienne, selon laquelle la censure serait "l'opinion ou jugement solennel d'un expert." Nous prétendons être experts dans l'examen des questions relatives à la liberté universitaire et à la permanence, et parfois nous déclarons qu'à notre avis, certains actes posés dans une université présentent de graves lacunes. Censurer une université, c'est fondamentalement exprimer à son endroit un jugement défavorable. Tant que les universités — professeurs, étudiants et administration — considéreront notre jugement comme un jugement d'experts, tant qu'elles le respecteront et y attacheront de la valeur, elles tiendront naturellement à éviter d'en être l'objet. En conséquence, si nous sommes convaincus qu'il nous est possible d'utiliser la crainte que la censure inspire à une université pour amener cette université à trouver une solution équitable à un problème, nous pouvons considérer la censure comme une arme par extension. Mais cette utilisation de la censure comporte bien des conjectures et des risques; elle peut donner lieu à de sérieux malentendus si elle encourage les professeurs à considérer la censure essentiellement comme une arme, à la brandir comme une arme, et finalement à douter de son efficacité. Je dois donc répéter que selon l'avis du Comité de la liberté universitaire, la censure n'est une arme qu'accidentellement, et elle n'est imposée normalement que lorsque toute possibilité d'en arriver à un règlement négocié semble avoir disparu. (Le préambule de la motion de censure de l'Université de Victoria, adopté en 1971, est très explicite sur ce point.) La censure, si l'on veut, est une sorte d'excommunication universitaire, et elle ressemble à l'excommunication ecclésiastique en ce sens qu'elle ne constitue pas un geste dirigé contre une université par l'ACPU, mais une déclaration publique de l'ACPU selon laquelle l'université, par ses propres actes, s'est exclue elle-même de la sainte communauté universitaire. Il est donc difficile de voir comment on peut parler de solution de remplacement si la censure est comprise dans le sens que j'ai indiqué. La seule autre solution consisterait à former un jugement défavorable (c'est-à-dire une censure) et à ne pas le déclarer. Or le fait de ne pas déclarer le jugement qui est à l'origine d'une censure de l'ACPU équivaudrait à trahir nos devoirs envers les professeurs qui forment notre association.

Mais si la censure est fondamentalement l'expression d'un jugement défavorable plutôt qu'une arme, cela ne veut pas dire qu'elle soit sans conséquences, ou que nous soyons dispensés du devoir de continuer à exprimer ce jugement. Je sais que certains membres du Conseil, au cours des dernières années, ont fait valoir que la censure ne sert à rien si elle ne consiste qu'à adopter une résolution. Cette objection ne manque pas d'à-propos. Le Conseil est le porte-parole officiel de l'ensemble des membres de l'Association, mais il ne remplace pas les membres. Initialement, la censure s'exprime par une résolution adoptée officiellement par le Conseil, ce qui est tout à fait dans l'ordre. Mais il s'agit d'un jugement, et ce jugement sonnera creux s'il n'est pas énoncé aussi par les membres de l'Association dans l'exercice de leurs fonctions ordinaires dans nos universités. Je ne parle pas de quelque marmottage incantatoire de la résolution du Conseil, mais d'une forme d'expression beaucoup plus éloquente, qui consiste à refuser à l'université les marques de respect de soumission auxquelles elle s'attend. Si la condition d'une université est assez grave pour mériter la censure de l'Association nationale des professeurs d'université, elle est assez grave aussi pour que les professeurs, à titre individuel, s'abstiennent d'y donner des conférences ou d'y accepter un diplôme honorifique ou un emploi de professeur. Les membres du corps professoral d'une université frappée de censure se doivent particulièrement (et ont le plus d'occasions) de continuer à exprimer la censure. Ils se trouvent, je le sais, devant un dilemme douloureux, car l'université peut, à court terme, rendre la vie difficile à ses professeurs "déloyaux"; mais si les membres du corps professoral décident de se terrer, ou se joignent au recteur de l'université — comme quelques-uns le font dans chaque cas — pour dénoncer avec indigna-

tion les étrangers qui se mêlent de leurs affaires, ils renforcent la main de l'administration universitaire et perpétuent une situation dont ils sont eux-mêmes, en fin de compte, les principales victimes.

## NEGOCIATIONS SÉRIEUSES

Mais s'il n'y a strictement rien qui puisse remplacer la censure une fois venu le moment de censurer, il a certes de nombreux moyens de retarder ce moment pour amener une université à négocier sérieusement la solution d'un conflit avec ses professeurs. Mes collègues du Comité de la liberté universitaire ont mis une ingéniosité considérable, au cours des deux ou trois dernières années, à trouver des moyens de convaincre les administrations universitaires qu'il y va de leur intérêt, et de l'intérêt de tout le monde, de trouver une solution à un différend plutôt que de s'entêter et de nier l'existence du problème. Au mois de mai 1972, j'ai déclaré au Conseil que le Comité de la liberté universitaire avait, pendant l'année précédente, fait un effort délibéré pour intervenir tôt dans les litiges qui risquaient de s'envenimer; que nos permanents se rendaient plus souvent dans les universités où il y avait des différends; et que nous utilisions ou autorisions un plus grand nombre d'enquêtes sur le terrain. Le rythme des visites effectuées par les permanents a de nouveau augmenté au cours du présent exercice, et nous avons continué à recourir fréquemment à des enquêtes sur le terrain et à des comités d'enquête. Grâce à la qualité de l'information que nous obtenons par ces moyens, nous sommes en mesure soit de faire valoir de façon convaincante à l'université en cause qu'il y a un problème à résoudre de façon équitable, soit de décider en toute assurance qu'il n'y a pas lieu de donner suite à l'appel.

Une information complète et de qualité exerce une pression sur les universités pour les amener à résoudre leurs problèmes. Une autre forme de pression consiste à être en mesure d'offrir un choix de solutions possibles. Il me semble que le Comité de la liberté universitaire, au cours des six dernières années, a mis au point une gamme considérable de moyens que nous pouvons proposer aux universités: révisions, appels et auditions. Plus large est le choix des moyens que nous pouvons proposer, plus il devient difficile pour l'université de dire qu'aucun de ces moyens ne convient. Au cours de la dernière année, les universités ont consenti dans deux cas à adopter la ligne de conduite suggérée à l'article D-2 de notre énoncé de principes, c'est-à-dire recourir à l'arbitrage dans les différends ne portant pas sur une question de renvoi ou de suspension. Deux cas particulièrement difficiles de déni de permanence doivent passer devant des commissions d'arbitrage, et j'ai l'impression que les universités commencent à mieux comprendre que l'arbitrage, à tout prendre, peut devenir un bon moyen d'épargner du temps et de l'argent et de sauver la face. Les dispositions de l'article D-2 se trouvent dans l'énoncé de principe depuis son adoption en 1967, mais les universités les ont rarement acceptées. Une autre disposition qui figure dans l'énoncé depuis le début est celle qui prévoit la formation d'un comité d'enquête mixte de l'ACPU et de l'université pour régler un différend. Chose très encourageante, il est arrivé pour la première fois, au cours de l'année qu'une université consente à la formation d'un tel comité mixte pour une affaire qui semble par certains côtés pouvoir devenir une cause célèbre, et nous espérons que d'autres universités seront désormais mieux disposées à adopter cette méthode. Cette affaire est intéressante à un autre point de vue: c'est l'Université McGill qui est en cause, et elle a gardé un mauvais souvenir des frais énormes occasionnés par la transcription du compte-rendu des séances d'arbitrage dans l'affaire Gray, en 1969. Je pense que si nous n'avions pas révisé soigneusement nos directives en matière d'arbitrage en 1972, revision qui avait supprimé la nécessité d'une transcription, l'Université McGill n'aurait probablement pas consenti à former un comité d'enquête pour l'affaire récente. Je pense que nous devons exprimer de nouveau nos remerciements à MM. Harry Arthurs, David Johnston, Dale Gibson, Karl Friedman et Alwyn Berland qui formaient ce comité de revision en 1972.

L'année dernière a été marquée par un progrès notable de la méthode qui deviendra sans doute le principal moyen d'amener les universités à régler leurs différends (et d'éviter

ainsi la sorte d'impasse qui mène à la censure), c'est-à-dire la négociation collective. Une association de professeurs qui a obtenu l'accréditation syndicale (ou la reconnaissance volontaire) peut, par des négociations sages et énergiques, obtenir une convention collective qui transforme en droits la plupart des mécanismes de protection que le Comité de la liberté universitaire s'efforce actuellement d'obtenir dans chaque cas d'espèce pour ses membres lésés. Bref, le Comité de la liberté universitaire est d'avis que le moyen d'empêcher un différend de s'envenimer jusqu'à ce que la censure devienne nécessaire, c'est de trouver une façon de le résoudre, et qu'à l'heure actuelle, il incombe au Comité de la liberté universitaire de continuer à étudier toutes les méthodes de solution possibles, mais qu'à la longue, la méthode la plus efficace sera vraisemblablement la négociation collective.

#### **METHODS D'ENGAGEMENT INITIAL**

Quant à la seconde question qui nous a été déferée, celle des méthodes d'engagement initial, je dois malheureusement avouer que nous ne sommes pas encore en mesure de proposer de directives. Pour une part, cela est dû au fait que la question est liée au problème de la canadianisation. Il y a aussi d'autres difficultés. Notre association a notamment pour objet la promotion des intérêts des professeurs et chercheurs des universités et collèges canadiens, et c'est pourquoi le Comité de la liberté universitaire s'est efforcé de sauvegarder les droits des professeurs d'université en matière de renouvellement, de permanence et d'avancement. En nous attaquant à la question des méthodes d'embauchage initial, nous étendons notre champ d'action et commençons à sauvegarder les droits de ceux qui ne sont pas encore professeurs dans les universités canadiennes, mais qui souhaiteraient l'être. La longue série de résolutions du Conseil touchant l'annonce des postes d'enseignement, série qui a débuté dès 1960, constitue déjà un pas dans cette voie. Mais plus nous nous intéressons aux mécanismes d'embauchage initial (surtout à une époque où il y a des centaines de candidats compétents qui souhaitent obtenir un emploi), plus nous mettons en relief la nature d'une nomination à l'essai. Inévitablement, l'élaboration et le perfectionnement des méthodes d'embauchage attirera l'attention sur les professeurs en stage d'essai, et posera avec plus d'insistance la question de savoir si la réelle disponibilité d'un meilleur candidat constitue une raison suffisante pour ne pas renouveler une nomination à l'essai, ou pour refuser l'octroi de la permanence. Car notre association a aussi pour objet, d'après ses lettres patentes, le développement de la qualité de l'enseignement supérieur au Canada. Je ne crois pas devoir aller plus loin dans mon analyse du problème, car je ne veux pas gêner le débat qui se poursuit à ce sujet au sein du Comité, d'autant moins que je prévois que mon point de vue sera minoritaire. Je veux seulement souligner que la question s'est révélée beaucoup plus complexe que nous, et peut-être le Bureau, l'avions prévu.

En ce qui concerne les cas particuliers, la tâche du Comité est aussi lourde que jamais. Les appels interjetés contre le refus de permanence ou de renouvellement d'une nomination à l'essai constituent toujours notre principal travail, mais nous avons eu à nous occuper de plusieurs

autres problèmes. Nous avons décidé d'appuyer un professeur et son association locale pour obtenir que son renvoi soit porté en appel devant la Cour suprême du Canada, et la permission d'en appeler a été obtenue. D'autre part, nous étudions actuellement une allégation de défaut grave d'annoncer des postes de professeurs. Nous avons été saisis d'une plainte où il est question de discrimination entre les sexes, et à l'occasion de l'étude de cet appel, nous avons décidé de demander au professeur Margaret Andersen, présidente du Comité du Statut de la Femme Professeur, de se joindre à nous pour l'examen des cas de ce genre. Nous la remercions de l'aide qu'elle nous a accordée à nos réunions de cette année. Il y a eu enfin plusieurs cas d'immigration, mais après en avoir discuté avec le secrétaire général, le Comité a décidé qu'il serait préférable à l'avenir que ces cas soient confiés au sous-comité de l'Immigration du Comité des relations avec les gouvernements, ce sous-comité étant très au courant des règlements et procédures du Ministère de la Main-d'oeuvre et de l'Immigration.

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Encore une fois, j'ai le plaisir de vous inviter à reconnaître la contribution des membres du Comité dont le mandat se termine cette année. Yvon Sicotte, de l'Université de Montréal, a dû se retirer du Comité cette année parce qu'il avait été prêté au Comité directeur de la Commission de planification sectorielle pour les sciences fondamentales dans le Québec. Robert Hanrahan, de l'Université Dalhousie, quitte le Comité cette année après avoir complété son mandat et avoir fait plus que sa part pour la lecture et l'analyse des dossiers. Vous aurez appris par un autre document que nous devons remplacer Reid Robinson, de l'Université de Saskatchewan à Regina, pour la troisième année de son mandat: il a eu récemment le malheur de devenir doyen, et en démissionnant du Comité, il a manifesté une délicatesse de conscience qui est loin d'être le fait de tous les doyens!

Le secrétaire général de l'Association, membre régulier du Comité, continue à manifester la résistance et l'énergie qui inquiètent tant le personnel du secrétariat, et nous avons exploité ces qualités en lui faisant visiter presque chaque semaine les universités où il y avait des difficultés.

Le Comité a vu un signe particulièrement heureux dans l'arrivée d'un autre membre gaucher, Vic Sim, secrétaire du Comité. La tradition sinistre du Comité, établie par Jim Milner et maintenue par Bruce Dunlop, Bob Chambers et Alwyn Berland, a été interrompue en janvier 1973 par le départ de ce dernier. J'ai connu des jours de grande angoisse jusqu'à ce que la tradition ait été rétablie par l'arrivée de Vic en juillet 1973. Chose rassurante, il manifeste la même aptitude que ses prédécesseurs gauchers à mettre les administrateurs universitaires mal à l'aise. Il a su assumer sa charge au sein du Comité avec une rapidité et un doigté remarquables, et nous sommes très heureux de l'avoir avec nous. En dernier lieu, je sais que tous les membres du Comité voudront se joindre à moi pour remercier particulièrement Mme Suzanne Mineault, qui est parvenue avec beaucoup de diligence à garder en ordre nos monceaux de documents, et dont la tolérance souriante devant les extravagances du monde de la liberté universitaire a aidé le Comité à conserver sa raison.

### **UNIVERSITIES UNDER C.A.U.T. CENSURE**

The following university administrations have been censured by the Council of the Canadian Association of University teachers:

**Mount Allison University (November 1970)**  
**Simon Fraser University (May 1971)**

(Under the third stage of censure imposed on these two universities, the C.A.U.T. warns its members not to accept employment with the censured university. Page 69, C.A.U.T. Handbook.)

Also censured are:

**Université du Québec à Montréal (November 1970)**  
**University of Victoria (May 1971)**  
**University of Ottawa (May 1972)**



## REPORT ON BEHALF OF THE COMMITTEE ON INTERNAL UNIVERSITY AFFAIRS

### J. MOORE

The Committee on Internal University Affairs was constituted in the summer of 1973. Its mandate was to review the activities of the Committees on University Governance Faculty-Student Relations, and Teaching Effectiveness, and to initiate studies and recommendations concerning the internal structures and policies of Canadian universities. The committee has met three times this year, and another meeting is planned for April. A number of projects have been undertaken by the committee, and by its sub-committees, they include the following:

- 1) The preparation of a guideline on the composition and jurisdiction of Senates and Boards of Governors in Canadian universities. It is proposed that a guideline on this matter be provided by CAUT for the benefit of institutions which manifest confusion about the proper roles of senates and boards, and who may seek or may require direction from CAUT about acceptable standards of faculty participation in these bodies. This will require an extensive study of existing arrangements, and of the experience of those arrangements across Canada. The University Governance Committee has begun this work, with a research assistant hired especially for this purpose. At present, they have drafted a position paper, which has been reviewed by the CIUA, and has been circulated to you for your consideration and which, if approved, will provide the basis of a submission to the British Columbia government.
- 2) The committee has asked the University Governance Committee to draft acceptable selection procedures for the appointment of academic administrators. Once again, the intention is to articulate established practice, to provide a standard against which unsatisfactory methods of appointment can be judged. A position paper on this matter has also been prepared by the UGC, but it requires further review and discussion by the CIUA, and this is on the agenda for our April meeting.
- 3) The committee has conducted a study of university libraries across Canada to determine the rights and privileges of visiting faculty. Dr. Sim reported to the last meeting of the committee that restrictions are non-existent or minimal at almost all the university libraries. The exceptions are University of Toronto, McGill, Montréal, Sir George Williams and Carleton. The restrictions at the Montreal universities apply to faculty from outside the province of Québec. The head of library services at Carleton has promised a review of their arrangements there. Dr. Sim has written to the four other university librarians. Depending upon their responses the committee may instruct Dr. Sim to pursue our interest in this matter with the Canadian Association of College and University Librarians.
- 4) The committee is sponsoring an issue of the CAUT Bulletin, which will be devoted to an exploration of continuing education, adult education and extension programs. Several members of the committee are preparing articles or introductory summaries, five outside specialists have agreed to prepare articles, and others have been invited to submit papers.
- 5) The committee has discussed the question of the appropriate academic status of part-time faculty, and full-time demonstrators. The committee expressed reservations about the proposal from the Committee on the Status of Women Academics that part-time faculty members should be entitled to consideration for tenure. Those reservations were communicated to the AF&T Committee and to the chairperson of the CSWA. The committee is continuing to study the position of full-time demonstrators and research associates, but is not prepared to make any recommendation at this time.
- 6) The committee asked Dr. Sim to send letters to all university librarians who are members of CAUT, to solicit sug-

gestions from them on ways in which the association could better assist them. We are presently awaiting replies.

- 7) The Committee discussed the "Proposed Guidelines on Faculty-Student Relations" drafted by the Faculty-Student Relations Committee at its first meeting, in September of last year. We proposed revisions of this document to the FSRC, but concurred with their view that a statement of

this kind should find a place in the guidelines of the CAUT. We think it is important to attempt to define the rights of faculty with respect to students, and to attempt to define the reciprocal recognition of the rights of students with regard to faculty, and would like to see this document given some exposure (perhaps through the Bulletin) and perhaps reworked in light of criticisms and suggestions.

## RAPPORT DU COMITÉ DES AFFAIRES INTÉRIEURES DES UNIVERSITÉS

### J. MOORE

Le Comité des affaires intérieures des universités a été constitué à l'été 1973. Il a pour mandat de passer en revue les travaux de divers comités (Gouvernements des universités, Relations entre professeurs et étudiants et Qualité de l'enseignement) et de faire des études et de formuler des recommandations touchant les structures et les politiques des universités canadiennes. Le Comité s'est réuni à trois reprises au cours de l'année, et doit tenir une autre réunion en avril. Le Comité et ses sous-comités se sont attaqués aux travaux suivants:

- 1) Préparation d'un énoncé de principes sur la composition et les pouvoirs des sénats et des conseils d'administration des universités canadiennes. Il est proposé que l'ACPU mette ce document à la disposition des établissements qui manifestent une certaine confusion quant aux rôles des sénats et des conseils d'administration, et qui pourraient s'adresser à l'ACPU pour s'enquérir des normes qu'elle juge acceptables quant à la participation des professeurs à ces organismes. Cela présuppose une vaste étude de la situation actuelle et de l'expérience des universités canadiennes dans ce domaine. Le Comité du gouvernement des universités a commencé ce travail, un assistant de recherche ayant été engagé spécialement à cette fin, et a produit un texte qui, après avoir été examiné par le Comité des affaires intérieures des universités, vous a été distribué pour étude. Si ce document est approuvé, il servira de base à la préparation d'un mémoire au gouvernement de Colombie-Britannique.
- 2) Le Comité a demandé au Comité du gouvernement des universités de rédiger des règles touchant l'engagement des administrateurs des universités. Il s'agit ici encore d'articuler les pratiques établies, afin de présenter une norme par rapport à laquelle les modes de nomination insatisfaisants pourront être jugés. Le Comité du gouvernement des universités a lui aussi préparé un document sur cette question, mais ce document doit être revu et discuté par le Comité des affaires intérieures des universités à sa réunion d'avril.
- 3) Le Comité a fait un relevé des bibliothèques universitaires du pays en vue de déterminer les droits et privilèges des professeurs invités. M. Sim a fait savoir au Comité, à sa dernière réunion, que dans presque toutes les bibliothèques universitaires, les restrictions

sont inexistantes ou minimales. Les exceptions sont l'Université de Toronto, McGill, Montréal, Sir George Williams et Carleton. Dans les universités situées à Montréal, les restrictions s'appliquent aux professeurs provenant de l'extérieur du Québec. Le directeur de la bibliothèque à Carleton a promis de réexaminer les règles en vigueur à cette université. M. Sim a écrit aux directeurs des quatre autres bibliothèques universitaires. Selon les réponses qu'il recevra, le Comité déterminera si M. Sim doit faire part de nos vues en cette matière à l'Association canadienne des bibliothécaires des collèges et des universités.

- 4) Le Comité s'est chargé d'un numéro du *Bulletin de l'ACPU*, numéro qui sera consacré à une étude de l'éducation permanente, de l'éducation des adultes et des programmes d'enseignement hors-cadres. Plusieurs membres du Comité rédigent des articles ou de courts textes d'introduction, cinq spécialistes de l'extérieur ont consenti à rédiger des articles, et d'autres ont été invités à présenter des communications.
- 5) Le Comité a étudié la question du statut qu'il conviendrait d'accorder aux professeurs à temps partiel et aux moniteurs à plein temps. Le comité a exprimé des réserves sur une proposition du Comité du statut de la femme professeur voulant que les professeurs à temps partiel aient droit de postuler la permanence. Ces réserves ont été communiquées au Comité de la liberté universitaire et de la permanence de l'emploi ainsi qu'à la présidente du Comité du statut de la femme professeur. Le Comité continue à étudier la situation des moniteurs et des associés de recherche à plein temps, mais n'est pas encore en mesure de formuler de recommandations.
- 6) Le Comité a prié M. Sim d'écrire à tous les bibliothécaires d'université qui font partie de l'ACPU en vue de solliciter des suggestions quant aux moyens par lesquels l'Association pourrait les servir mieux. Nous attendons leurs réponses.
- 7) Le Comité a étudié le projet d'énoncé de principes sur les relations entre professeurs et étudiants, rédigé par le Comité des relations professeurs-étudiants lors de sa première réunion, en septembre dernier. Nous avons proposé des modifications à ce document, tout en souscrivant à la nécessité pour l'ACPU d'avoir une politique en cette matière. Il nous paraît important de tenter de définir les droits des professeurs vis-à-vis des étudiants, et de chercher à définir les droits réciproques des étudiants à l'égard des professeurs, et nous souhaitons que ce document reçoive une certaine publicité (par exemple au moyen du *Bulletin*) et soit peut-être modifié à la lumière des critiques et des suggestions recueillies.



## REPORT ON BEHALF OF THE COLLECTIVE BARGAINING COMMITTEE

*The last two years have seen the astonishingly rapid development of interest in the certification of faculty associations across the country. Two years ago the implications of unionism for faculty were unclear to most members of the CAUT and to the members of its Board and Council as well. Today the CAUT has learned enough about the meaning of certification to be sure that in many cases, but perhaps not all, the certification of a local association can strengthen its collective bargaining procedures not just in the areas of salary and other monetary considerations, but also in improving the whole range of working conditions that prevail in the university.*

### COLLECTIVE BARGAINING AT LOCAL LEVEL

*This has come about through the activities of local associations which have decided to seek certification in affiliation with the CAUT, and through the support offered to such locals by the collective bargaining committee and its expert professional officer Mlle. Marie-Claire Pomez.*

*Mlle. Pomez has been sent back and forth across the country, offering locals her expertise and experience, and it is clear that without her the locals that have become certified might not have done so at all, or might not have done so within the CAUT. She has worked long hours, far from home for long periods, and she has been extremely effective on our behalf.*

*The members of the Collective Bargaining Committee (Jean-Denis Gagnon, Law, Montreal; Roland Penner, Law, Manitoba; Joe Rose, Business, U.N.B.; Roy Watson, Anthropology, Victoria) have worked hard as well, coming to grips with the issues, identifying problems and reworking guidelines. The results of some of this effort will be before you at this Council meeting. But more than that, they have also acted as a source of expert advice for central office staff and local associations that supplemented and complemented the work of Mlle. Pomez. And as well, many of the committee members have given up valuable time to take part in educational seminars on collective bargaining and certification which have been held from coast to coast on invitations from locals. Several members of the CAUT Board have also taken part in these sessions and we believe we will have to expand the troupe for next year; it may not win any Oscars,*



**CHARLES BIGELOW**

but it seems effectively to have put the pros and cons, the advantages and disadvantages, of certification before those members who asked for guidance.

The Collective Bargaining Committee has met several times and has considered such technical problems as academic arbitrations in the union context, grievance procedures, tenure and job security in collective agreements, forced choice arbitration and financial exigency, among others. In many of these considerations the Committee has sought and received valuable assistance from the AF&T Committee and we are grateful to them for adding to their already crowded agenda our pleas for assistance.

The Committee has, as well, on the instructions of the Board, examined applications for financial assistance and recommended to the Trustees of the Collective Bargaining Fund the approval of the following expenditures:

- (a) To the Faculty Association of Notre Dame University, for legal expenses \$1,550.70
- (b) To the University of Manitoba Faculty Association, for legal and organizational expenses \$8,547.70
- (c) To the St. Mary University Faculty Assoc. for legal fees \$1,500.00

Finally, at its last meeting, the Collective Bargaining Committee, alarmed at the load that events were putting on Mlle. Pomme, recommended to the executive committee the hiring of another professional officer expert in the area of collective bargaining, thereby triggering a proposal from executive to board for extensive reorganization of the services the CAUT can provide.

#### CERTIFICATION AND ACADEMIC VALUES

As the non-expert chairman of the Collective Bargaining Committee, I have found the experience interesting, educational and demanding. I have learned, and I hope I have managed to convey this to the Board, that certification may

be one way that a local can use to improve its collective bargaining muscle. But because it must be done inside a highly technical framework defined by the collective bargaining legislation of the province, it must be approached with careful planning, organization and a sensitive concern for academic values.

Certification is compatible with the traditional values of the academic profession, and it will help a local association improve its bargaining leverage which can result in improvements to the financial situation of its members and in all other areas of university life. Then benefits can be gained with no undesirable restrictions in the professional freedom of the members. There need be no time clocks in your department offices.

On the other hand, certification is, we have learned, not a quick process—it is one that takes time and money and organizational skill. It needs legal help. And unless a substantial fraction of the local association want it, seeking certification is a waste of effort. Besides that, and this is essential, certification will gain nothing if no sensible planning is done for the first agreement long before certification is achieved.

At the time of writing, the CAUT has three local unions affiliated with it—at Notre Dame, Manitoba, and St. Mary's. Major organizing efforts are in progress at half a dozen other campuses, and perhaps another dozen have begun a serious examination of the question. It is clear that many associations and their members have decided that their collective bargaining procedures must be improved and that this can only be done by certification. It is the intent of the Collective Bargaining Committee to support such efforts whenever they occur.

May 18, 1974.

## RAPPORT DU COMITÉ DE LA NÉGOCIATION COLLECTIVE

ciation collective et par sa spécialiste de l'organisation syndicale, Mlle Marie-Claire Pomme.

Mlle Marie-Claire Pomme a parcouru le pays d'une extrémité à l'autre pour mettre ses connaissances et son expérience au service des associations locales, et l'on peut affirmer que sans elle, les associations locales qui ont obtenu l'accréditation ne l'auraient peut-être pas obtenue, du moins pas à l'intérieur des cadres de l'ACPU. Elle a fait de longues journées, a passé de longues périodes loin de chez-elle, et elle s'est révélée extrêmement efficace.

Les membres du Comité de la négociation collective (Jean-Denis Gagnon, Droit, Montréal; Roland Penner, Droit, Manitoba; Joe Rose, Affaires, U.N.B.; Roy Watson, Anthropologie, Victoria) ont consacré eux aussi un travail considérable à prendre connaissance des questions, à cerner les problèmes et à remanier l'énoncé de politique: Les résultats d'une partie de leurs efforts vous seront communiqués au cours de la présente réunion du Conseil. Mais ce n'est pas tout: à titre de spécialistes, ils ont dispensé leurs conseils aux employés du secrétariat et aux associations locales, complétant ainsi le travail accompli par Mlle Pomme. De plus, plusieurs membres du Comité ont sacrifié un temps précieux pour participer à des colloques d'information sur la négociation collective et l'accréditation syndicale, colloques auxquels ils étaient invités par les associations locales d'une extrémité à l'autre du pays. Plusieurs membres du Bureau de l'ACPU ont participé également à ces rencontres, et nous pensons qu'il sera nécessaire délargir cette équipe l'an prochain; elle n'a pas remporté de trophées, mais elle semble avoir réussi à faire l'accréditation syndicale.

Le Comité de la négociation collective s'est réuni plusieurs fois et a étudié certaines questions techniques, par exemple l'arbitrage pour les professeurs dans un contexte

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Au cours des deux dernières années, l'idée de l'accréditation syndicale a fait son chemin à un rythme extraordinairement rapide parmi les associations de professeurs du pays. Il y a deux ans, la majorité des membres de l'ACPU, de même que les membres du Bureau et du Conseil de l'ACPU n'avaient qu'une idée nébuleuse de ce que pouvait apporter le syndicalisme. Aujourd'hui, l'ACPU en sait suffisamment à ce sujet pour avoir la certitude que, dans bien des cas (mais peut-être pas tous), l'accréditation d'une association locale peut augmenter sa puissance de négociation non seulement en ce qui touche les salaires et les autres questions financières, mais aussi en ce qui concerne l'amélioration de l'ensemble des conditions de travail que l'on trouve dans l'université.

#### NEGOCIATION COLLECTIVE AU NIVEAU LOCAL

Cette évolution s'est produite grâce aux activités des associations locales qui ont décidé de solliciter l'accréditation tout en conservant leur affiliation à l'ACPU, et à l'appui accordé à ces associations locales par le Comité de la négoc-



syndical, les procédures en matière de plaintes, la permanence et la sécurité d'emploi dans les conventions collectives, l'arbitrage obligatoire et les impératifs financiers. Dans plusieurs de ces domaines, le Comité a sollicité et obtenu l'aide précieuse du Comité de la liberté universitaire et de la permanence, auquel nous savons gré de nous avoir aidés malgré la lourdeur de sa tâche.

De plus, à la demande du Bureau, le Comité a examiné les demandes d'aide financière et a recommandé aux administrateurs du Fonds de négociation collective les dépenses suivantes:

- (a) A l'Association des professeurs de l'Université Notre-Dame, pour frais d'avocat ..... \$1,550.70
- (b) A l'Association des professeurs de l'Université du Manitoba, pour frais d'avocat et d'organisation ..... \$8,547.70
- (c) A l'Association des professeurs de l'Université St. Mary's pour frais d'avocat ..... \$1,500.00

Enfin, à sa dernière réunion, alarmé par la charge de travail que les circonstances imposaient à Mlle Pomez, le Comité de la négociation collective a recommandé au Comité exécutif l'embauchage d'un autre agent d'organisation syndicale spécialisé dans le domaine de la négociation collective, ce qui a amené le Comité exécutif à proposer au Bureau une profonde réorganisation des services assurés par l'ACPU. Les motifs et les conséquences de cette réorganisation seront examinés au cours de la présente réunion du Conseil.

#### CERTIFICATION ET VALEURS DU PROFESSORAT

A titre de profane dans le domaine de la négociation collective, j'ai trouvé ma charge de président intéressante, instructive et exigeante. J'ai appris, et j'espère l'avoir fait comprendre au Bureau, que l'accréditation peut être un moyen pour une association locale d'améliorer sa puissance de négociation collective. Mais parce que les négociations se

déroulent dans un cadre très technique défini par les lois pertinentes de la province, ceux qui y ont recours doivent planifier soigneusement leur action et se montrer sensibles aux valeurs du professorat.

L'accréditation est compatible avec les valeurs traditionnelles du professorat et en aidant une association locale à améliorer sa puissance de négociation, elle peut contribuer à la fois à améliorer la situation financière des membres de cette association et améliorer aussi tous les autres secteurs de la vie universitaire. Ces avantages peuvent être obtenus sans entraîner de restrictions abusives à la liberté universitaire. Vous n'avez pas à craindre qu'on installe des horloges de pointage dans les bureaux de votre département.

D'autre part, nous avons appris que l'accréditation n'est pas un processus rapide: elle demande du temps, de l'argent et de l'organisation. Il faut aussi les conseils d'un avocat. A moins qu'une proportion importante des membres de l'association locale la souhaitent, l'accréditation est un gaspillage d'efforts. De plus, et c'est un point essentiel, l'accréditation ne donnera rien si l'on ne commence pas à préparer la première convention collective longtemps avant l'accréditation.

Au moment où nous écrivons, l'ACPU a trois syndicats locaux qui lui sont affiliés, soit à Notre-Dame, Manitoba et St. Mary's. De sérieux efforts de syndicalisation sont en cours dans une demi-douzaine d'autres universités, et dans une autre douzaine environ, on a commencé à examiner sérieusement la question. Il paraît donc certain que beaucoup d'associations et leurs membres ont décidé que leurs méthodes de négociation collective doivent être améliorées, et que cela ne peut se faire que par l'accréditation. Le Comité de la négociation collective a l'intention d'appuyer de tels efforts partout où ils se manifesteront.  
le 18 mai, 1974.

## RENEWAL OF PROBATIONARY APPOINTMENT

### Preamble

What follows is a gloss or commentary on that section of the Policy Statement on Academic Appointment and Tenure which deals with the renewal of probationary appointments. It has been prepared by the Academic Freedom and Tenure Committee in the light of the committee's experience with many appeals against non-renewal, and represents the committee's working position in this matter. Similar glosses on other sections of the Policy Statement are being prepared. At the direction of the Board, the committee is also drawing up a set of guidelines on initial appointment procedures.

### Policy Statement on Academic Appointments and Tenure

III. A.2 (b) Consideration for renewal (CAUT Handbook, p. 46)

The length and conditions of initial and subsequent probationary appointments should be clearly stated in writing. Proper consideration of the renewal of a probationary appointment should be assured through clearly defined and well-publicized procedures. The decision of a department on renewal should be made with proper consultation on a systematic basis, preferably through an elected departmental committee. The faculty member should be advised when a review of his appointment is to take place, and he should be given

the opportunity to present written or oral evidence. The candidate should be given reasons in writing for non-renewal if he requests them. It should be understood that such reasons might include consideration of budgetary and departmental needs as well as of the specific qualifications of the individuals concerned. Suitable provision for appeal should be available. Normally an appeal from a recommendation of non-renewal should be based either on a failure to follow proper procedures or on evidence of bias or inconsistency in the grounds for the recommendation.

conditions: If there are at the time of the appointment any specific conditions that must be met before a probationary appointment can be renewed, e.g., the completion of a doctoral degree, these should be communicated in writing to the faculty member. Furthermore, faculty members should be made fully aware by their department of the criteria by which they will be evaluated.

During the term of a probationary appointment, the criteria used in considering a renewal may be altered in consequence of major revisions in programmes, or academic priorities, or standards, but such revisions should be considered within the department, and then by the senior academic body, and should be well publicized; moreover, the senior academic body should be prepared to hear dissenting minority views from within the department. Such

revisions should not be challenged as an alteration of conditions of appointment unless the faculty member feels he can demonstrate that they were designed simply to exclude the possibility of his re-appointment.

proper consideration: A proper consideration requires a thorough, deliberate evaluation of all the information that might reasonably bear on the question of renewal. The department should be diligent in seeking out that information, and should invite the faculty member to submit information also.

clearly defined and well-publicized procedures: It is important for those who consider renewals, and for faculty members whose renewals are being considered, that the procedures for consideration should be established beforehand and made known to all members of the department. The procedures need not necessarily be elaborate, but it should be known how the departmental committee is composed, who is to assemble the candidate's dossier, how the members of the committee are to consult it, how the views of the department are to be solicited, when the candidate is to be invited to appear, who is to be responsible for communicating with the candidate, and so on.

proper consultation on a systematic basis: A decision on renewal should reflect, as much as possible, the mind of the department.

Systematic consultation allows the views of all members of the department to be heard in a consideration of renewal. Consultation that is left to chance can easily become consultation of colleagues the chairman happens to run into, or those he happens to know well.

**preferably through an elected departmental committee:** The decision on renewal should be made in committee because that mechanism allows (though it cannot guarantee) a more searching consideration than the mechanism of having the chairman decide—even if he discusses the matter individually with various members of the department. An elected committee considering renewals, like the committee considering tenure, should include both tenured and untenured members of the department.

**opportunity to present written or oral evidence:** The faculty member will not always wish to use the opportunity, but there may be material which the committee has overlooked in assembling the dossier, and there may also be some oral commentary that the faculty member wishes to supply.

**reasons in writing if he requests them:** A faculty member who has been informed that his appointment will not be renewed may not wish the reasons recorded in a letter. He should, however, receive a statement of reasons if he requests it. The right to appeal cannot be properly exercised without a statement of the reasons for the decision, to saying nothing of the healthy effect it has on a committee's deliberations to know that reasons for a decision may have to be articulated. The topic of "Written Reasons and the Risk of Libel Actions," has been treated by Professor Bruce Dunlop of the Faculty of Law, University of Toronto. (CAUT Handbook, pp. 72-77)

**suitable provision for appeal:** A faculty member whose department has decided not to recommend the renewal of his appointment should be able to appeal that decision to a body (1) which is distinct from the body which made the original decision, and (2) which has the authority, if it so decides, to reverse that decision. It is useful and prudent for a departmental committee to allow itself an opportunity

to reconsider its position before a formal decision is communicated to the dean, but such a reconsideration—even if it allows a faculty member an opportunity to make further representations—is not to be confused with an appeal.

An appeal body should have a majority of elected faculty members. The right to appeal to the dean (or some higher administrative officer) is not a suitable provision since it is the normal and proper practice of a dean to support recommendations coming from departments in his faculty.

An appeal committee should follow procedures that ensure a fair hearing to both the faculty member and the department. It should be prepared to make a decision on substance as well as on procedures. To restrict an appeal committee's responsibility to questions of procedure is likely to create an unacceptable dilemma: for then if the committee decides that the department's procedures were unacceptable, it must choose between referring the matter back to the department for a rehearing, or applying a substantive remedy to a merely procedural fault. If the first course is chosen, the results (in the experience of CAUT) are predictable, for a department whose deliberate decision has been challenged by a faculty member always seems to come to the same decision the second time round, even though the procedures may have been refined. If the second course is chosen, then the department and the university may be wronged: it does not follow that because a department has failed to give proper consideration to the question of renewal, a renewal therefore is justified. This dilemma can be avoided if an appeal committee undertakes to make a decision on both procedure and substance. The committee can always solicit opinions from professionals in the discipline from outside the university, and if for any reason the appeal committee feels that it cannot decide the matter itself, it can arrange to have the question put to arbitration.

**failure to follow proper procedures:** The sorts of procedures discussed above are intended to assure a proper consideration of renewal. Failure to follow proper procedures becomes a reasonable basis for appeal when that

failure has in some significant way curtailed or deformed the consideration. Procedures are not simply ritual, nor is failure to follow procedures a mere neglect of ritual.

**evidence of bias or inconsistency:** The CAUT position on probationary appointments can be put in these general terms, that a faculty member on a probationary appointment does not have a right to renewal, but has a right to a proper consideration for renewal. A proper consideration concludes in a reasonable judgment—which is not the same thing as a judgment that will necessarily be acceptable to the faculty member concerned. The right to a reasonable judgment means that department cannot decide a matter of renewal in a biased or arbitrary manner. It cannot ground its judgment in non-academic considerations, or give one form of consideration to one faculty member and a different form to another. A department must make a judgment which follows reasonably from the relevant information in the case. A department is not free to make just any judgment, nor is a judgment validated by the mere assertion that it was made in good faith, since good faith alone does not exclude the possibility of inadvertence, negligence, or even bias. What constitutes a reasonable judgment is the most commonly disputed issue in cases of non-renewal. CAUT has compiled a series of examples from its casework to indicate what it regards as unreasonable judgments. A department cannot decide against renewal on the grounds that the faculty member's scholarly interest does not coincide with the academic priorities of his department, if it transpires that his department has never established a set of academic priorities; it cannot decide against renewal on the grounds of ineffective teaching if there existed no data on which to base a judgment of effectiveness; it cannot decide against renewal on the grounds of an absence of scholarly publications, if the faculty member's scholarly publications outnumber those of most of his colleagues. On the other hand, a mere dissent by the faculty member from the judgment of the department does not argue inconsistency or bias in the judgment itself. A faculty member is rarely willing to concur with a judgment that will lead to the non-renewal of his appointment.

## RENOUVELLEMENT DES NOMINATIONS A TITRE D'ESSAI

### Préambule

Les notes qui suivent sont des commentaires sur le passage de l'Enoncé de principes relatif à la nomination des professeurs et à la permanence de l'emploi qui traite du renouvellement des nominations à titre d'essai. Le Comité de la liberté universitaire et de la permanence de l'emploi y consigne le fruit de l'expérience qu'il a acquise à l'occasion de nombreux appels contre des non-renouvellements et y définit la ligne de conduite qu'il

entend suivre à ce sujet. Il prépare des notes dans le même esprit à l'égard d'autres passages de l'Enoncé de principes. A la demande du Bureau de direction, le Comité prépare également des directives sur les modalités de nomination initiale.

### Enoncé de principes relatif à la nomination des professeurs et de la permanence de l'emploi

III. A.2 (b) Examen d'un renouvellement (Guide de l'ACPU, p. 49)

La durée et les conditions de toute nomination à l'essai, soit initiale, soit renouvelée, doivent être spécifiées clairement par écrit. Une nomination à l'essai doit recevoir toute la considération appropriée, suivant des procédures clairement définies et ouvertement publiées. La décision d'un département de renouveler un engagement doit se prendre après consultation formelle, et selon un protocole établi d'avance, de préférence en



comité départemental dûment élu. Le membre du corps professoral doit être avisé de la date où son cas sera révisé, et doit avoir l'occasion de présenter un témoignage oral ou écrit. Si le candidat l'exige, il est en droit de recevoir, par écrit, les motifs qui ont justifié la décision de ne pas le réengager. De tels motifs peuvent comprendre des considérations budgétaires et les besoins d'un département, tout autant que les qualifications individuelles de la personne concernée. Des mécanismes d'appel acceptables doivent être prévus. L'appel d'une décision de ne pas renouveler un engagement doit, normalement, se fonder soit sur un manquement aux procédures établies, soit sur une preuve évidente de parti pris ou d'inconséquence dans les raisons qui ont motivé la décision.

**conditions:** S'il existe au moment de l'engagement des conditions particulières qu'il faut avoir remplies pour obtenir le renouvellement d'une nomination à titre d'essai, comme l'obtention d'un doctorat, le professeur doit en être informé par écrit. En outre, les professeurs doivent être clairement informés par leur département des critères qui servent à les évaluer.

Il est possible que pendant la durée d'un engagement à l'essai les critères qui servent à l'examen d'un renouvellement subissent des modifications par suite de révisions importantes des programmes, d'un changement des ordres de priorité de l'université ou de modifications des normes, mais de tels changements doivent faire l'objet d'un examen au sein du département, puis de la part de l'instance supérieure de l'université et doivent être ouvertement publiés; en outre, l'instance supérieure doit être prête à entendre des opinions minoritaires exprimées au sein du département. Un professeur ne peut contester de telles révisions sous prétexte qu'elles modifient les conditions de son engagement à moins qu'il pense pouvoir démontrer qu'elles visaient uniquement à éliminer la possibilité du renouvellement de sa nomination.

**examen sérieux:** Un tel examen exige une évaluation minutieuse de tous les renseignements susceptibles d'influer sur le renouvellement. Le département doit activement rechercher de tels renseignements et doit inviter le professeur à en fournir lui aussi.

**procédures clairement définies et ouvertement publiées:** Il est important pour ceux qui examinent les renouvellements, et pour les professeurs dont le réengagement est à l'étude, que les procédures d'examen soient bien établies et portées à la connaissance de tous les professeurs du département. Les procédures peuvent être simples, mais il faut que chacun sache de qui se compose le Comité du département, qui doit constituer le dossier du candidat, comment les membres du Comité sont admis à le consulter, comment le Comité obtient les vues du département, quand le candidat doit être invité à comparaître,

qui a la responsabilité de communiquer avec le candidat, et ainsi de suite.

**après consultation formelle, et selon un protocole établi d'avance:** Une décision de renouvellement doit exprimer, autant que possible, l'avis du département. Un protocole de consultation permet de recueillir l'opinion de tous les membres du département au sujet d'un renouvellement. Laissée au hasard, la consultation risque de se borner aux avis que le président sollicite de ceux de ses collègues qu'il rencontre par hasard ou de ceux qu'il connaît le mieux.

**de préférence en comité départemental dûment élu:** La décision de renouvellement doit se prendre en comité parce que ce mécanisme favorise (sans toutefois le garantir) un examen plus approfondi que celui qui résulterait d'une situation où le président décide seul, même s'il consulte individuellement divers membres du département. Tout comité chargé d'examiner les renouvellements doit, comme le Comité examinant l'octroi de la permanence, comprendre à la fois des membres permanents et des membres non-permanents du département.

**l'occasion de présenter un témoignage oral ou écrit:** Le professeur n'en ressent pas toujours le besoin, mais il est toujours à craindre que le Comité omette de verser certaines pièces au dossier, et le professeur peut aussi vouloir donner verbalement des explications complémentaires.

**motifs donnés par écrit si le candidat l'exige:** Il est toujours possible qu'un professeur qui apprend que sa nomination ne sera pas renouvelée ne souhaite pas que les motifs figurent dans une lettre. Il peut cependant exiger que les motifs lui soient donnés par écrit. Il est bien difficile d'user valablement du droit d'appel sans un énoncé des motifs de non-renouvellement, sans compter qu'un Comité risque bien moins de céder à la facilité s'il sait qu'il doit expliciter les motifs de sa décision. La question des "Motifs écrits et risques de poursuite en diffamation" a fait l'objet d'un rapport préparé par le professeur Bruce Dunlop de la Faculté de droit de l'Université de Toronto. (*Guide de l'ACPU*, pp. 74-79).

**des mécanismes d'appel acceptables:** Quand un professeur apprend que son département a décidé de ne pas recommander son réengagement, il doit pouvoir en appeler auprès d'une instance (1) qui soit distincte de l'instance qui a pris la décision initiale, et (2) qui ait l'autorité, le cas échéant, de renverser cette décision. Il est de bonne politique qu'un Comité départemental se ménage la possibilité de reconsidérer sa position avant de communiquer une décision formelle au doyen, mais il ne faut pas confondre cette possibilité avec un appel, même si elle permet au professeur de présenter des arguments additionnels.

Une instance d'appel doit se composer en majorité de professeurs élus.

Il faut écarter le droit d'en appeler au doyen (ou à un administrateur de plus haut rang) car il est parfaitement justifié qu'un doyen appuie normalement les recommandations des départements de sa faculté.

Un Comité d'appel doit garantir, par ses procédures, une audition impartiale du professeur et du département. Il faut qu'il soit prêt à se prononcer aussi bien sur le fond de la question que sur les procédures suivies. Il faut se garder de limiter le mandat d'un Comité d'appel à de simples questions de procédure sous peine d'aboutir au dilemme suivant: en effet, si le Comité décide que les procédures du département étaient inadmissibles il est contraint soit d'exiger du département une nouvelle audition de la cause, soit d'apporter une correction de fond à un simple défaut de forme. Si le Comité opte pour la première solution, les résultats sont faciles à prévoir (d'après l'expérience de l'ACPU), car il semble qu'un département dont la décision réfléchie a été contestée par un professeur en arrive toujours à la même décision après un second examen qui, bien entendu, se fait selon des procédures améliorées. Par contre, si le Comité opte pour la seconde solution, il risque de porter préjudice au département et à l'université car le fait qu'un département n'ait pas donné à un renouvellement l'examen sérieux qu'il méritait ne signifie pas nécessairement que le renouvellement soit justifié. Pour éviter ce dilemme, il vaut mieux qu'un Comité d'appel accepte de rendre une décision aussi bien sur les procédures que sur le fond de la question. Le Comité peut toujours solliciter des avis auprès de spécialistes de la discipline étrangers à l'université, et s'il estime pour une raison quelconque qu'il lui est impossible de trancher la question, il peut entreprendre de la soumettre à l'arbitrage.

**manquement aux procédures établies:** Les diverses procédures envisagées ci-dessus visent à garantir un examen sérieux des cas de renouvellement. On peut raisonnablement fonder un appel sur un manquement aux procédures établies si ce manquement a gravement écourté ou vicié l'examen du cas. Si la procédure n'est pas une fin en soi, s'en dispenser peut entraîner bien au-delà du simple vice de forme.

**preuve évidente de parti pris ou d'inconséquence:** D'une façon générale, l'ACPU estime qu'un professeur engagé à l'essai n'a pas un droit acquis au renouvellement de sa nomination mais qu'il a droit à un examen sérieux de ce renouvellement. Un examen sérieux aboutit à une décision raisonnable, ce qui ne signifie pas nécessairement que la décision sera jugée acceptable par le professeur en cause. Le droit à une décision raisonnable signifie que le département ne saurait se prononcer sur une question de renouvellement avec parti pris ou de façon arbitraire. Il ne peut baser sa

décision sur des motifs non-universitaires, ni varier ses critères d'examen d'un professeur à l'autre. Un département ne peut prendre de décision qu'en fonction de renseignements raisonnablement pertinents. Un département n'a pas le droit de prendre une décision à la légère, pas plus qu'il ne suffit, pour justifier une décision, d'affirmer qu'elle a été prise de bonne foi, car la simple bonne foi n'exclut pas le risque d'inadvertance, de négligence, ou même de parti pris. C'est habituellement sur la définition d'une décision raisonnable qu'achop-

pent la plupart des cas de non-renouvellement. En se basant sur les causes qu'elle a eu à défendre, l'ACPU a établi une liste d'exemples de décisions qu'elle juge inconséquentes. Un département ne peut se prononcer contre un renouvellement sous prétexte que les aspirations intellectuelles d'un professeur ne coïncident pas avec les principales préoccupations universitaires de son département s'il apparaît que ce dernier ne les a jamais définies; il ne peut se prononcer contre le renouvellement pour cause de mauvaise méthode d'enseignement

s'il n'existe aucun critère d'évaluation de l'efficacité de l'enseignement; il ne peut se prononcer contre le renouvellement pour défaut de publications savantes s'il s'avère que le professeur en a produit plus que la plupart de ses collègues. Par contre le simple fait que le professeur ne soit pas d'accord avec la décision du département ne prouve pas que la décision soit entachée d'inconséquence ou de parti pris. Il est rare qu'un professeur accepte de bonne grâce une décision qui conduira au non-renouvellement de sa nomination.

## RESOLUTION ON MATERNITY LEAVE (adopted by the CAUT Board on the recommendations of the Committee on the Status of Women Academics)

*(A study compiled by the Committee, giving examples of maternity leave practices found in other countries is available on request from the Central Office of the CAUT.)*

That universities be urged to provide maternity leave for female faculty members, both married and single, for a maximum of three months at full pay, provided that the three month period include the date of delivery, and for a

maximum of three additional months on sickness or disability pay or leave of absence. Maternity leave should be taken at the discretion of the faculty member concerned since individual needs differ (unless provincial legislation decrees otherwise).<sup>1</sup> As the faculty member is not unemployed during the period of maternity leave, it is inappropriate to expect unemployment insurance benefits to provide support.

Furthermore the university should maintain its contributions to pension and insurance plans unless the faculty member requests otherwise. This obligation on the part of the university pre-supposes that the faculty member will continue her contributions.

1. Ontario legislation, for example, states that the staff member "may not be caused or permitted to return to work within six weeks after delivery unless, in the written opinion of a legally qualified medical practitioner, a shorter period is sufficient."

## RESOLUTION SUR LES CONGES DE MATERNITE (adoptée par le Bureau de l'ACPU sur la recommandation du Comité du Statu de la femme professeur)

*(Il est possible d'obtenir, du Secrétariat de l'ACPU, une étude effectuée par le comité et donnant des exemples du congé de maternité pratiqué dans d'autres pays.)*

"Que les universités soient exhortées à accorder aux femmes professeurs, mariées ou célibataires, des congés de maternité d'une durée maximale de trois mois à salaire complet, et à leur permettre de s'absenter pendant trois autres mois en vertu des régimes de

congés de maladie ou d'invalidité ou de vacances. Les congés de maternité devraient être pris à la discrétion du professeur en cause (à moins que les lois provinciales ne s'y opposent).<sup>1</sup> Etant donné que le professeur n'est pas en chômage pendant le congé de maternité, on serait mal venu de compter sur l'assurance-chômage pour lui assurer sa subsistance. De plus, l'université devrait continuer à verser ses contributions aux régimes de

pension et d'assurance, à moins que le professeur ne fasse une demande contraire. Cette obligation de l'université présuppose que le professeur continuera de son côté à verser ses contributions."

1. La loi ontarienne, par exemple, déclare que l'employé "ne peut pas être amené ou autorisé à retourner au travail dans les six semaines suivant l'accouchement à moins que, d'après le témoignage écrit d'un médecin dûment autorisé à exercer, une période plus brève ne soit suffisante."

## GUIDELINES ON COLLECTIVE BARGAINING

The CAUT Board in June 1973 adopted interim guidelines which are printed in the *CAUT Handbook*, p. 126-127. In March 1974 the Board approved amendments proposed by the Collective Bargaining Committee. The following guidelines have been approved by the CAUT Council.

The CAUT recognizes that collective bargaining can be an effective means to obtain its objectives—to defend academic freedom and "to promote the interests of teachers and researchers in Canadian universities and colleges, to advance the standards of their profession, and to seek to improve the quality of higher education." (CAUT Constitution, Section II.2.1)

It is particularly important that faculty associations seeking to secure a col-

lective bargaining agreement either through voluntary recognition or through certification should ensure:

1. That the objectives of the proposed collective agreement be made clear to the membership and agreed to by them before a formal request for voluntary recognition or certification is made. (This does not preclude assistance to faculty associations who have taken the legal steps to obtain certification prior to the passing of the Interim Policy Statement.)
2. That the terms of any agreement ensure that the conditions of employment sought allow the realization and defence of the principles of the CAUT, in particular:
  - (a) explicit guarantees concerning

academic freedom and tenure as defined by the CAUT through its policy statements and guidelines regarding appointments and other matters involving the contractual, academic and individual rights of professors;

- (b) procedures and provisions which ensure the participation of faculty members in the governance of the university including formal participation by faculty members in the governmental structure.
3. That the terms of any agreement ensure the creation of a clearly defined procedure for the prompt consideration of problems and grievances to which any affected individual faculty member or group of faculty shall have full access.



4. That the collective bargaining agreement should guarantee the right of the individual to proceed himself to arbitration in cases of dismissal for cause.
5. Prior to the signing of a collective agreement, there should be a formal written agreement between the CAUT and the local association<sup>1</sup>: that in the case of grievances which involve non-renewal, denial of tenure or refusal of promotion leading to non-renewal (for dismissal see clause 4) where the local has the sole power to decide whether or not there will be an arbitration of grievances, the professor concerned may appeal to CAUT the local's refusal to proceed to arbitration. In such a case, the CAUT may request the local to submit the matter to arbitration, and the local shall then do so. The agreement between the CAUT and the local shall specify that in such a circumstance the CAUT will name those who are to argue the case, and shall share the costs of arbitration with the university.
6. That the CAUT endorse the principle of one-man arbitrations in collective agreements provided that a three-man panel be available as an option to either party in arbitrations involving non-renewal, denial of tenure, denial of promotion leading to non-renewal and dismissal for cause. Such an option would also be preferable for collective grievances brought by the Association (union grievances).
7. That CAUT reaffirm the principle endorsed in the Policy Statement on Academic Appointments and Tenure that arbitrators should be chosen outside the particular university where the case occurs. Such arbitrators should be familiar with the customs, practices, nature and spirit of the academic community.
8. That there should be provisions in the agreement to accommodate affirmatively asserted conscientious objection to membership in the association through an arrangement whereby the dues are remitted either to the association or to an alternative recipient agreed to by both the association and the university.
9. That the constitution of the association expressly provide that an individual faculty member or a group of faculty members can appeal to the CAUT, without prejudice to their rights or standing in the association, and that the association can also appeal to the CAUT in any case where there is a disagreement between the individual faculty member or group of faculty members and the association. (This clause has been referred to the Collective Bargaining Committee for further study.)
1. The exact nature of affiliation between locals and the CAUT and the relationships among locals, CAUT and provincial faculty associations in cases where provincial associations exist may require further clarification and discussion.

## DIRECTIVES EN MATIERE DE NEGOCIATION COLLECTIVE

Le bureau de l'A.C.P.U. a adopté en juin 1973 un énoncé provisoire de politique en matière de négociation collective qui figure aux pages 132 et 133 du Guide de l'A.C.P.U. En mars 1974, le Bureau a approuvé les modifications proposées par le Comité de la négociation collective. Les directives suivantes ont été approuvées par le Conseil de l'A.C.P.U.

L'A.C.P.U. reconnaît que la négociation collective peut être un moyen efficace d'atteindre ses objectifs, c'est-à-dire de défendre la liberté universitaire et "de défendre les intérêts des professeurs et des chercheurs des universités et collèges du Canada, de travailler au relèvement des normes de leur profession et de chercher à améliorer la qualité de l'enseignement supérieur au Canada." (Règlement de l'A.C.P.U. Section II.2.1)

Il est particulièrement important que les associations de professeurs, lorsqu'elles s'efforcent d'aboutir à la signature d'une convention collective, soit par le biais de la reconnaissance volontaire, soit par le biais d'une accréditation, fassent en sorte:

1. Que les objectifs de la convention collective en vue soient clairement expliqués aux membres et reçoivent leur approbation avant la demande officielle de reconnaissance volontaire ou d'accréditation. (Cela n'interdit pas d'aider les associations de professeurs qui avaient déjà pris les dispositions prévues par la loi pour obtenir l'accréditation, avant l'adoption des présentes directives.)

2. Que les termes de la convention garantissent, en ce qui concerne les conditions d'emploi, la réalisation concrète et la défense des principes de l'A.C.P.U., et comportent en particulier:

- a. des garanties expresses touchant la liberté universitaire et la permanence, tel qu'elles sont définies par

l'A.C.P.U. dans ses énoncés de politique et ses directives touchant les nominations et les autres questions relatives aux droits contractuels, professionnels et individuels des professeurs;

- b. des mécanismes et dispositions propres à assurer la participation des professeurs à la gestion universitaire et notamment la participation des professeurs aux différentes instances académiques.

3. Que les termes de l'accord garantissent la création d'une procédure nettement définie en vue de l'étude expéditive des problèmes et des plaintes, procédure qui serait pleinement accessible à tout professeur ou groupe de professeurs en cause.

4. Que la Convention collective garantisse à tout professeur le droit de recourir personnellement à l'arbitrage dans les cas de révocation motivée.

5. Que, avant la signature d'une Convention collective, l'A.C.P.U. et l'association locale<sup>1</sup> se soient formellement entendues par écrit pour que, dans les cas de griefs touchant le non-renouvellement, les refus de la permanence ou le refus d'un avancement aboutissant au non-renouvellement (voir l'article 4 pour les cas de révocation), pour lesquels l'Unité syndicale a seule le pouvoir de décider s'il convient ou non de porter le grief en arbitrage, le professeur en cause ait la possibilité d'en appeler à l'A.C.P.U. du refus de l'Unité syndicale de porter sa cause en arbitrage. Dans un tel cas, l'A.C.P.U. peut demander à l'Unité syndicale de soumettre la question à l'arbitrage, et l'Unité syndicale doit alors s'exécuter. L'entente entre l'A.C.P.U. et l'Unité syndicale doit spécifier que, dans un tel cas, l'A.C.P.U. nommera les défenseurs de la cause et partagera les frais de l'arbitrage avec l'Unité.

6. Qu'il soit clair que l'A.C.P.U. ap-

prouve le principe de commissions d'arbitrage composées d'une seule personne en matière de convention collective, à condition que chacune des parties ait la possibilité d'opter pour une commission de trois membres dans les causes de non-renouvellement, de refus de la permanence, de refus d'avancement aboutissant au non-renouvellement et de révocation motivée. Une telle option serait également préférable dans les cas de grief collectif présenté par l'Association (revendications syndicales).

7. Qu'il soit clair que l'A.C.P.U. exige, conformément à l'énoncé de principes relatif à la nomination des professeurs et à la permanence de l'emploi, que les arbitres soient choisis à l'extérieur de l'Université où le litige se produit. De tels arbitres doivent être bien au courant des usages, des méthodes, de la nature et de l'esprit du milieu universitaire.

8. Que la convention collective prévoie que les professeurs qui refusent par principe d'appartenir au syndicat puissent remettre les cotisations soit au syndicat, soit à un autre bénéficiaire accepté par le syndicat et par l'université.

9. Que la constitution du syndicat autorise expressément un professeur ou un groupe de professeurs à faire appel à l'A.C.P.U., sans préjudice de leurs droits ou de leur situation au sein de l'association, et que le syndicat puisse lui-même faire appel à l'A.C.P.U. en cas de désaccord entre un professeur ou un groupe de professeurs et l'association. (Cet article a été renvoyé pour complément d'étude au Comité de la négociation collective).

<sup>1</sup> Il se peut qu'il soit nécessaire de clarifier davantage la nature exacte de l'affiliation entre l'association locale et l'ACPU de même que les relations entre l'association locale, l'ACPU et l'association provinciale dans les cas où existe telle association provinciale.

# C.A.U.T. COMMITTEES

## Standing Committees

1. *Academic Freedom and Tenure*
  - a. Data Banks and Privacy Subcommittee
2. *Economic Benefits*
  - a. Pensions Subcommittee
  - b. Insurance Subcommittee
  - c. University Manpower Studies Subcommittee
  - d. Income Tax Subcommittee
3. *Committee on Relations with Government*
  - a. Federal-Provincial Financing Subcommittee
  - b. Science Policy Subcommittee
  - c. Canadian Book Publishing Policy Subcommittee
  - d. Copyright Subcommittee
  - e. Patents Subcommittee
4. *Committee on Internal University Affairs*
  - a. University Governance Subcommittee
  - b. Teaching Effectiveness Subcommittee (formerly Professional Orientation)
  - c. Faculty-Student Relations Subcommittee
5. *Publications Committee*

## Ad Hoc Committees

Established to attempt to recommend solutions to particular problems

1. *Committee on the Status of Women Academics*
2. *Collective Bargaining Committee*
3. *Committee on Canadianization and the University*
4. *Membership Committee*

## TERMS OF REFERENCE

### *Academic Freedom and Tenure Committee*

The Committee on Academic Freedom and Tenure is charged with the responsibility of dealing on behalf of the Association, with appeals made to it in connection with situations where a faculty member feels that his professional rights have been infringed or are threatened with infringement, and may make recommendations to the Board on policy matters.

The Committee may deal with grievances from faculty members at institutions with associations affiliated to the Canadian Association of University Teachers, but not normally from individuals or associations not affiliated to CAUT unless an unusually serious threat to academic freedom is involved.

Appeals to the Committee are normally dealt with, in the first instance, by the professional staff of CAUT in consultation with the Chairman of the Committee, who bring the case to the committee unless the documentation is incomplete or the case does not appear to merit consideration. Cases which are not brought before the Committee may be appealed by the Faculty member concerned and such appeals will be heard by a subcommittee of the Academic Freedom and Tenure Committee whose decision as to whether the case should go before the Committee is final.

The basic procedures of the Committee in dealing with cases appealed to it are those laid down in the Policy Statement on Academic Appointments and Tenure and in the Guidelines concerning investigational Procedures. Grievance Procedures, Procedures relating to Censure, Procedures concerning Joint Inquiries involving CAUT and AUCC, Procedures concerning Reductions in Academic Appointments for Budgetary Reasons; and the Policy Statements on Equal Opportunities for Women Faculty Members and on Canadianization and the University, all of which may be found in the **CAUT Handbook**. (Full terms of reference will be available in the 2nd edition of the **CAUT Handbook**.)

### *Economic Benefits Committee*

(a) In cooperation with D.B.S. to devise, collect and analyze information on professorial salaries in Canada.

(b) To report regularly on the economic status of the university teaching profession in relation to other professions and to the general economy.

(c) To survey fringe benefits and, where useful, to present model plans for such benefits as group and disability insurance, denture, pensions, and sabbatical leave.

(d) To investigate and recommend on ancillary economic matters such as summer supplements, research supplements, summer school salaries, etc.

(e) To maintain liaison with the salary committees of member associations and provincial organizations.

(f) To advise local faculty associations when so requested.

(g) To collect and disseminate information on salary negotiating procedures.

### *Committee on Relations with Government*

To oversee the role of the Canadian Association of University Teachers in relation to the federal and provincial governments and to report to the Board and Council of the CAUT.

### *Committee on Internal University Affairs*

To oversee the role of the Canadian Association of University Teachers in areas internal to the university such as university governance, teaching effectiveness and faculty-student relations and to report to the Board and Council of the CAUT concerning these activities.

### *Committee on Publications*

To oversee the publishing role of the CAUT, particularly in relation to the **CAUT Bulletin** and the CAUT monograph series;

To recommend as needed to the Board along with the Executive Secretary nominations for the editorship of the **CAUT Bulletin** and the CAUT monograph series;

To be a committee of seven to include the Editor the **CAUT Bulletin** and the CAUT monograph series as voting members.